Get-Passive and Copular *Get* in University Classroom Discourse and EAP Textbooks: A Corpus-Based Comparison

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Abstract

The verb *get* conveys a variety of meanings, as well as performing a wide range of grammatical functions (McIntyre, 2012). Since passive voice and copular verbs have been found to be particularly challenging for ESL learners (Zobl, 1982; Hinkel, 2002), this study explores the use of passive and copular *get* constructions in North American university classroom discourse, a register in which these two grammatical features are yet to be investigated, and their representation in EAP textbooks for listening and speaking, which are supposed to reflect university classroom talk. For this purpose, a sub-corpus of small and large lectures from the MICASE corpus was created and a collection of four EAP textbooks for listening and speaking was selected. Corpus linguistics was implemented to conduct a quantitative analysis of the distribution of *get* (passive and copular) constructions and their collocates in the university lectures sub-corpus and in the EAP textbook collection. The mode of presentation of the passive and copular *get* structures in the EAP textbooks (i.e. whether they were taught implicitly or explicitly) was also analysed. The results show that *get* (passive and copular) constructions are common in university classroom discourse, but that, in general, EAP textbooks for listening and speaking fail to reflect real language use: in fact, they tend to over-represent copular *get* structures and under-represent *get*-passive ones. Furthermore, passive and copular *get* constructions in university classroom discourse feature register-specific collocates, characterised by neutral connotations, which are inadequately represented in the EAP textbooks. The analysis also shows that *get* (passive and copular) structures are only presented implicitly in the textbook collection, by means of written exercises, rather than in listening tracks or videos. The study concludes by providing some pedagogical implications for EAP textbook designers and directions for future research.

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DECLARATION

This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

Signed …Beatrice Massa……. (candidate)

Date ……18/09/2020…….

STATEMENT 1

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List of Abbreviations

English Language Teaching

EAP – English for Academic Purposes

ESL – English as a Second Language

L1 – First Language

L2 – Second Language

Corpora

BNC – British National Corpus

CANCODE – Cambridge and Nottingham Corpus of Discourse in English

LSWE – Longman Spoken and Written English

MICASE – Michigan Corpus of Academic Spoken English

Chapter 1: Introduction

Amongst the various grammatical features characterising the English language, passive voice represents one of the aspects that ESL learners find hardest to acquire. In fact, intermediate and more proficient L2 learners who have been exposed to passive voice and have been taught its use are often not able to produce correct passive constructions or fail to employ them appropriately in the right contexts (Hinkel, 2002). This is due to the fact that, in English, the (in)animacy of the subject does not affect the implementation of active or passive sentences (Master, 1991), as opposed to other languages, especially Asian ones, in which passive structures always indicate that the subject has an impact on the object (Shibatani, 1990). Furthermore, according to VanPatten's (2004) first noun principle, ESL learners "tend to process the first noun or pronoun […] in a sentence as the […] agent" (p. 15). Another grammatical feature that appears to be problematic for some learners of English is the category of verbs called copular verbs, as they do not exist in the learners' first language, e.g. Arabic, thus resulting in their delayed and incomplete acquisition (Zobl, 1982). In spoken English, the verb *get* is used to perform both passive and copular functions (Biber, Johansson, Leech, Conrad, & Finegan, 1999), therefore, it seems logical to assume that *get*-passive and copular *get* constructions can prove to be challenging for ESL learners, especially since they are typical of naturally occurring conversation only (Quaglio & Biber, 2006) and learners are less likely to be exposed to them, as opposed to other structures.

Within instructed language learning settings, textbooks[1] represent a crucial tool for both teachers and students, as they provide support, materials, and the primary source of language input (Richards, 1993, 2001; Limberg, 2016). Since the end of the 1980s, textbooks

[1] The present study employs the term *textbook* instead of *coursebook*, following the terminology implemented in the textbook comparison research strand.

have been extensively analysed from different perspectives in order to determine how well they reflect real language use (e.g. Vellenga, 2004; Cullen & Kuo, 2007; Schnur, 2014; Nordlund, 2016). Most of these textbook comparisons have investigated integrated skills publications, whilst textbooks for specific skills, e.g. listening and speaking, have been generally disregarded. Nonetheless, if the focus of the research is to examine how textbooks replicate the use of spoken language features, looking at their use across textbooks for listening and speaking would be more insightful. Moreover, textbooks for teaching English for specific purposes, such as EAP textbooks, are still largely ignored within the textbook comparison research strand, although the number of ESL learners attending university in English-speaking countries has been increasing drastically since the 1950s (Davies, 2016).

The current study aims at investigating the use of passive and copular *get* constructions in North American university classroom discourse and in EAP textbooks, since, to my knowledge, these two *get* functions have never been analysed within academic registers nor in textbooks for teaching English. As *get* (passive and copular) is typical of spoken registers (Biber et al., 1999), I decided to investigate its use within academic lectures, because these are pivotal events to the educational experience of university students (Swales, 2001, p. 34) and represent the setting in which L2 learners are most likely to be exposed to the grammatical structures under investigation. EAP textbooks for listening and speaking were selected because they are supposed to emulate university classroom talk.

In this research project, corpus linguistics methodology is employed to carry out a quantitative analysis of the distribution of *get* (passive and copular) in a representative corpus of university classroom discourse and in a collection of EAP textbooks, focusing on their variation in terms of tense, aspect, and modality, and on their collocates, in order to determine whether EAP textbooks accurately reflect real language use. The mode of

presentation of passive and copular *get* structures in the EAP textbook collection is also assessed.

This section provides a brief overview of how the dissertation is structured. In the next chapter, I look at the importance of textbooks in instructed language learning contexts and demonstrate, drawing on prior studies, how textbooks are often inadequate in their representation of real language use. Next, I explore the concept of register variation and how spoken and written registers differ in their lexico-grammatical features, focusing in particular on academic language and showing how academic written and spoken registers differ, despite sharing the same informational purposes. I then turn to the verb *get* and explain its passive and copular functions, surveying previous empirical research on these two constructions. Last, I present the aim of the study and the research questions that guide it. In the third chapter (Methods), I describe the design of the study, the datasets used for the analyses, and the analytical procedures. In the fourth chapter (Results), I present the findings from the quantitative analyses: I first describe how passive and copular *get* constructions and collocates behave in each dataset; I then compare their use across the two datasets; next, I describe results on the mode of presentation of *get*-passive and copular *get* in EAP textbooks. Finally, in the fifth chapter, I discuss the current findings in relation to previous research and outline pedagogical implications for EAP material designers; I also highlight the limitations of the study and how these might be addressed in future research.

Chapter 2: Literature Review

In this chapter, I introduce the topic under investigation by presenting and discussing previous research related to it. Initially, I report how previous textbook comparisons have demonstrated that, in general, ESL textbooks fail to reflect real language use from a variety of perspectives; then, I review the notion of register variation and its contribution to determining that different registers are characterised by their own lexico-grammatical features, focusing on the contrast between written and spoken registers; in the third section, I discuss previous research on the language of academic English and the differences between academic spoken and written registers, concentrating on the sub-register of university lectures; next, I present the verb *get*, by describing its process of grammaticalization, delineating its passive and copular functions, and outlining the collocational patterns passive and copular *get* constructions are most likely to be found with, according to prior studies; lastly, I state the aim of the present study and introduce the research questions I intend to answer.

ESL Textbooks and the Representation of Real Language Use

Textbooks play a major role in instructed language learning settings and represent a crucial tool for both teachers and students, as they impart structure to the course (Richards, 2001), provide teachers with a vast range of materials and resources to choose from, thus reducing their preparation time (Richards, 1993), and are often the primary source of language input the learners are exposed to (Limberg, 2016). Their usefulness has led to an extensive use of textbooks in the English language teaching context and, since the late 1980s and early 1990s, textbook comparison has become a growing trend in language teaching research. Over the years, ESL textbooks have been investigated from different perspectives:

some researchers have looked at how likely it is to acquire knowledge of pragmatics and speech acts from textbooks (e.g. Holmes, 1988; Vellenga, 2004; Jiang, 2006; Limberg, 2016); others have focused on presentations of vocabulary (e.g. Matsuoka & Hirsh, 2010; Miller, 2011; Nordlund, 2016) and lexical bundles (e.g. Zarifi & Mukundan, 2012; Schnur, 2014). Research has also looked at the representation of one or more grammatical features (e.g. Williams, 1988; Gilmore, 2004; Barbieri & Eckhardt, 2007; Cullen & Kuo, 2007). Some scholars have also explored textbooks from a sociocultural perspective (e.g. Ndura, 2004).

Overall, these investigations have described textbooks as inadequate, criticising the discrepancies identified between textbook representation and real language use. For instance, Vellenga (2004) analysed the quantity and quality of pragmatic information across eight different textbooks and found that this was often inadequate for effective pragmatic learning. Nordlund (2016) examined vocabulary across two EFL textbook series for young learners, establishing that, not only one third of the words presented did not belong to the first 2,000 most common English words, but that there was also a lack of repetition and recycling of the lexical items taught. Nonetheless, some studies report that new generation publications demonstrate a slight improvement in the representation of real language use. Jiang (2006), for example, investigated how the speech act of suggestions was taught in six ESL textbook series and found that more recent publications provided learners with a wider range of linguistic devices for making suggestions compared to older textbooks.

One of the most criticised aspects of how real language use is represented in textbooks is grammar. This is often the case because textbooks' representation of grammatical features is based on the author's own intuition (Biber & Reppen, 2002, p. 200) and/or previous grammar traditions (Byrd, 1995, p. 46). Furthermore, textbooks have the tendency to teach grammatical features that are more generalisable and less register specific (Carter & McCarthy, 1995), an approach that favours the presentation of grammar elements

characteristic of written registers. Thus, grammatical features of spoken language are either completely ignored (Timmis, 2005) or unsatisfactorily portrayed (Barbieri & Eckhardt, 2007). As research demonstrates, this lack of representation can be attributed to the textbook authors' inadequacy to incorporate corpus-based findings. For instance, Cullen and Kuo (2007) investigated the overt representation of a wide range of grammatical features typically associated with conversational English across 24 ESL textbooks from beginner to advanced level. The majority of features they found in the data are "lexicogrammatical units which do not undergo morphological change" (Cullen & Kuo, 2007, p. 365), like adverbs and fixed language chunks. In contrast, productive syntactic constructions, such as question tags and past progressive tense, are for the most part neglected. These findings suggest that textbook authors have a pretty limited understanding of what conversational grammar entails and seem to associate it mostly with lexical bundles.

Another study which demonstrates the discrepancies between textbook grammar representation and real language use is Williams's (1988) investigation of business English textbooks. The author compared the language used by L1 English speakers in business meetings to that presented in 30 business English textbooks for use in the same settings. Williams found that only eight of the 30 textbooks under investigation addressed business meetings and that only five of them taught language to be used during the meetings. Although some functions like disagreement and explanations were found in both the real language data and the textbooks, only 5% of the grammatical and discursive devices taught to achieve such functions corresponded to those found in the real meetings. Similarly, Gilmore (2004) analysed the use of several discursive features in service encounters dialogues across seven ESL textbooks and compared them to real-life interactions. The results revealed that the two sets of data were substantially different in their use of the features investigated, with scripted dialogues failing to represent most of them. Gilmore also compared the obtained findings to

three more current publications and found that textbook writers had started to acknowledge and incorporate elements of real-life interaction in their fabricated dialogues.

This lack of alignment between spoken corpus-based data and textbook representations is not a trait which is restricted to ESL textbooks only. Glisan and Drescher (1993), for example, investigated the representation of four grammatical structures in six beginner L2 Spanish textbooks and reported that their representation did not reflect authentic spoken language use and failed to teach grammatical structures that are typically associated with conversational Spanish. In a review on the implications of second language acquisition research on grammar teaching, Larsen-Freeman (2015) reported that, although corpus-based findings have started to be incorporated in textbooks, their implementation has been slow.

This brief account demonstrates how crucial textbook comparison is for the improvement and upgrading of textbooks and other teaching materials for foreign language learners, who would benefit from the inclusion of corpus-based findings, as they would be equipped with authentic language norms to help the cope with real-life situations (Biber & Reppen, 2002). Yet, to date, the vast majority of the text comparisons has focused on textbooks for integrated skills, resulting in a lack of research on skill-specific ones, such as textbooks for listening and speaking (with the exception of Schnur, 2014). Moreover, textbooks that address registers other than conversational English, such as EAP publications, still represent a minority amongst the ones investigated. Nonetheless, students who prepare themselves to attend university in an English-speaking country need to be able to cope with and understand spoken academic language in various realistic situations, such as lectures and seminars. Therefore, it is important for textbook comparisons to start investigating EAP textbooks and materials on a wider scale, so that the learning experience of these students can be improved too.

Register Variation and the Grammatical Features of Spoken Registers

The term register is used to identify "any language variety associated with particular situational or use characteristics" (Atkinson & Biber, 1994, p. 351). Although these varieties are to be described solely according to their non-linguistic features, register comparison allows to identify not only the typical situational characteristics of registers per se, but also which linguistic features are the most common in a given register, as opposed to others (Biber & Conrad, 2001). For example, from a lexical perspective, the comparison of situational characteristics is crucial for investigating how register variation affects the use of collocates, while, from a more grammatical approach, it can explain why spoken registers have the tendency to omit *that* (Biber, 2012).

One of register comparison studies' major accomplishments was being able to clarify what distinguishes spoken and written registers. This was achieved, for the most part, by virtue of Biber's (1988) multidimensional (MD) analysis of register variation (Biber & Conrad, 2001). MD analysis investigates register variation via the co-occurrence of various linguistic features, assuming that these features occur together because they share similar communicative functions (Conrad, 2015). Through factor analysis, a framework consisting of six major dimensions, each of which is characterised by a set of linguistic and situational characteristics, was created and it can be used to compare registers, as well as identifying important linguistic relations amongst them (Conrad, 2015). Over time, MD analysis has been implemented to contrast more and more diverse registers. For instance, Quaglio (2009) compared the dialogues in the popular sitcom *Friends* to naturally occurring conversation and established that, regarding their grammatical features, the two registers are almost identical. Similarly, Al-Surmi (2012) assessed that soap operas' dialogues too are grammatically very similar to natural conversation. Biber, Conrad, Reppen, Byrd, and Helt (2002) employed MD analysis to investigate the relationship between written and spoken academic texts instead.

The principle of register variation has also played a crucial role in resolving 'the issue of spoken grammar': scholars like McCarthy and Carter (Carter & McCarthy, 1995; McCarthy & Carter, 1995; Carter & McCarthy, 2017) believe that the grammar of spoken and written language are two very distinct entities characterised by some really unique features. However, register variation has demonstrated that spoken and written registers do make use of the same grammar system, but they implement different amounts of specific grammatical features, which are dictated by the register's own situational characteristics (Leech, 1998, p. 5). These different levels of pervasiveness indicate which linguistic features are typical of either spoken or written registers. Furthermore, register variation also contributed to demystifying the notion that spoken registers are not as grammatically complex as written ones (Biber, Gray, & Poonpon, 2011).

Spoken vs. Written Registers: The Case of Conversation

Conversation has long been recognised as the most basic form of human interaction and has been extensively investigated within distinct fields of linguistics (Quaglio & Biber, 2006, p. 692), such as Conversation Analysis (e.g. Sacks, Schegloff, & Jefferson, 1974; Schegloff, 2000) and pragmatics (e.g. Blum-Kulka & Olshtain, 1984; Grice, 1989; Brown & Levinson, 1987). From a more grammatical perspective, conversation has not been studied as thoroughly, although some research (e.g. Biber et al., 1999) has demonstrated the distinctiveness of conversational grammar and highlighted that it is characterised by some distinctive features. An exhaustive summary of these characteristics can be found in Quaglio and Biber (2006). The *Longman Grammar of Spoken and Written English* (henceforth LGSWE, Biber et al., 1999) is a pivotal study in the identification and support of how idiosyncratic lexico-grammatical features of spoken language are. The study is a corpus-based comparison of the use of morphosyntactic characteristics across four registers (i.e. conversation, fiction, news, and academic prose) on the basis of their frequency counts.

Therefore, the identified features are considered typical by means of their distribution (Quaglio & Biber, 2006, p. 693). Although written and spoken language make use of the same grammar system, this approach shows how they are different in the amount of specific lexico-grammatical characteristics implemented (Leech, 1998). As mentioned above, the difference in distribution is to be attributed to the situational characteristics of the register in which the language is produced. Spoken language, as opposed to written, is interactive and spontaneous, and it occurs face to face in a shared context (Leech, 2000).

Being aware of the grammatical features characterising spoken language also allowed to determine its actual complexity. For instance, Biber et al. (2011) evaluated L2 writing by looking at two types of morphosyntactic characteristics that are typically associated with complexity in academic writing: T-units and dependent clauses. They demonstrated that these two measures of complexity are not suitable for the evaluation of academic prose, as T-units and clausal subordination are much more common in conversation. Nevertheless, Biber et al. did not claim that written (academic) language is not complicated. Rather, they established that written and spoken registers are complex in different ways: the former is more elaborate from a phrasal perspective, as it is characterised by embedded noun phrases and multiple prepositional phrases; the latter is more complicated in terms of clauses, as it reports a high proportion of finite-dependent ones. This study provided supporting evidence to Halliday's (1989) assumption that written texts are more lexically complex, while spoken language's complexity lies in its grammar. Therefore, in spite of the fact that spoken and written language share the same grammar system, they are elaborate in different ways and it would be wrong to assume that conversation is not as complex as written texts because it lacks the same organisational features. Moreover, this should emphasise the importance of focusing on grammar when teaching L2 speaking and listening.

The Language of Academic English

Academic language comprises a wide variety of both written (e.g. textbooks, research articles) and spoken (e.g. study groups, service encounters, lectures) registers, and ESL learners who aspire to attend university in an English-speaking country need to be able to deal with all the different situations they might encounter. Although in the past scholars have been mostly interested in analysing written academic texts (e.g. Biber, 1988; Swales, 1990; Leki, 1991), from the beginning of the new millennium a growing body of research has started to focus on academic spoken registers (e.g. Swales, 2001; Csomay, 2005, 2006, 2007; Barbieri, 2015) and how they compare to written ones (e.g. Biber et al., 2004; Biber & Barbieri, 2007).

One crucial study investigating academic discourse is Biber et al.'s (2002) MD analysis of American academic written *and* spoken texts, which established what language knowledge L2 learners need in order to cope with all aspects of university life. The study demonstrated that the two registers are very different in terms of their characterising linguistic features and that there is a strong polarisation between spoken and written texts, despite the purpose of both registers is to be informational. Overall, academic written registers are characterised by "informationally dense prose, […] non-narrative focus, elaborated reference, [… little] overt persuasion, and an impersonal style", while spoken registers present opposite features, such as elements of "involvement and interaction, situated reference, more overt persuasion, and [… less] impersonal style" (Biber et al., 2002, p. 41). One of the most interesting findings was that classroom teaching appeared to be more similar to conversation than to academic prose, even though both sub-registers have a very high informational focus. This result is to be attributed to the situational characteristics of lectures, which they will be further discussed below.

University Classroom Discourse

Within the university context, lectures play a fundamental educational role (Swales, 2001, p. 34), which makes them one of the most important settings EAP learners have to familiarise themselves with. Moreover, university classroom teaching represents a very interesting academic sub-register by virtue of its situational and linguistic characteristics. According to Csomay (2000, 2006), university lectures are a hybrid register, because they are characterised by situational features typical of both conversation and academic prose. On the one hand, both lectures and conversation are produced on-line, and the participants share the same temporal and spatial circumstances (Csomay, 2006). On the other hand, like academic prose, university classroom talk fulfils an informational purpose and it is often the result of some sort of pre-planned speech (Csomay, 2006). The combination of these situational characteristics is reflected in lectures' typical linguistic features. For instance, Csomay (2000), analysing part of the T2K-SWAL Corpus, found that the on-line nature of classroom talk promoted the use of grammatical features such as *that*-complement clauses, existential *there*, and demonstrative pronouns, while the informational focus derived from academic prose was demonstrated by the high proportion of nouns. These results were later confirmed by Csomay (2006), who investigated data retrieved from the MICASE Corpus, as well as from the T2K-SWAL Corpus.

The coexistence of informational and interactive modes can also be observed within university lectures through intra-textual linguistic variation. Csomay (2005) segmented 196 class sessions from the T2K-SWAL and MICASE corpora into manageable units and found that linguistic variation occurred within university lectures as the productions switches from being involved to being informational. Also, he found that linguistic variation happened across disciplines, as well as across different levels of instruction, with Education and postgraduate courses being characterised by higher degrees of involvement.

Similarly, Barbieri (2015) investigated how academic discipline, level of instruction, and class size influenced the use of involvement markers in the classroom discourse of university professors as represented by 149 class sessions from the T2K-SWAL and MICASE corpora. She noticed that involvement tended to be more common in smaller courses in Humanities and Social Sciences and at postgraduate level, as previously reported by Csomay (2005). Nonetheless, academic discipline, level of instruction, and class size were not find having a statistically significant effect on involvement, suggesting that, although interactivity predicts involvement, the latter is not exclusive to the former and that involvement is actually a permeating feature of American classroom discourse.

University lectures have also been investigated from a lexical perspective. For instance, Biber et al. (2004) compared the use of lexical bundles in textbooks and classroom teaching to those commonly found in conversation and academic prose. They discovered that the fixed expressions occurring in university teaching show features of both academic writing and conversation: there are more stance and organisational bundles than in conversation, but also a higher percentage of referential prefabricated chunks, a characteristic typical of academic prose. Biber and Barbieri (2007) compared the use of lexical bundles in a wide range of spoken and written university registers, as represented by the T2K-SWAL corpus. They demonstrated that, overall, lexical bundles were frequent across both spoken and written texts, but they tended to be more common in student advising/management rather than in instructional registers, and especially in written ones, such as course syllabi. This finding contrasts previous ones which observed that prefabricated chunks occur more often in speech. Wang (2017) looked at how genre and academic discipline affected the use of lexical bundles in spoken academic speech and noticed that they have a major impact on their implementation. Furthermore, she compared how L1 and L2 English speakers employ

prefabricated chunks and found that the latter use more than the former, indicating that ESL learners may rely on them to appear more fluent.

To sum up, academic lectures represent an academic sub-register that not only is pivotal in the experience of university students (Swales, 2001), but that can also pose a significant challenge to L2 English learners, as university classroom discourse is characterised by the situational and linguistic features of both conversation and academic prose (Csomay, 2000, 2006), and a great deal of linguistic variation (e.g. Biber et al., 2004; Csomay, 2005; Barbieri, 2015). Therefore, it is important that ESL learners are equipped with the necessary tools to be able to cope with the various aspects of university classroom talk in authentic contexts.

The Complexity of *Get*

Passive voice represents one of the most difficult aspects to learn for ESL learners. Intermediate and more proficient learners who have encountered and studied the use of passive voice are often not able to produce correct passive constructions or fail to use them appropriately in the right contexts (Hinkel, 2002). Master (1991) suggested that this struggle originates from the fact that, in English, the use of active or passive sentences does not depend on the animacy of the subject, a concept that L2 learners find problematic, because they often cannot comprehend how active verbs can be found with an inanimate subject, leading to both semantic and lexical issues. Shibatani (1990) noticed that this is especially true for speakers of Asian languages and reported that in Chinese, Korean, and Japanese passive structures imply that the subject always have an impact on the object. Investigating the use of passive voice in L2 academic writing, Hinkel (2004) noticed that ESL learners have the tendency to omit this complex verb construction, resulting in a much lower percentage of passive voice usage in their prose, as opposed to L1 English speakers. As even

advanced learners are found omitting and misusing passive structures, Hinkel (2002) proposed that passive voice appears to be particularly hard to grasp due to a lack of notion of animacy and agentivity resulting from the learners' L1. ESL learners' struggle with passive voice can also be explained through VanPattens's (2004) first noun principle, according to which L2 learners have a tendency to consider the first noun or pronoun in a sentence as the agent, regardless of their L1 (p. 15).

Another feature of the English language that is problematic for some ESL learners is represented by copular verbs, because they often do not exist in their first language. For instance, Arabic learners have been found to have troubles acquiring the use of copulas, which they tend to omit (Scott & Tucker, 1974), resulting in their delayed and incomplete acquisition (Zobl, 1982). In spoken English, the verb *get* is found performing passive and copular functions (Biber et al., 1999), and, since these constructions have proved to be complicated for L2 learners, *get*-passive and copular *get* structures might be even more problematical, as they are typical of spoken registers only (Quaglio & Biber, 2006). Nevertheless, since their use has not been studied in the academic context before, it is important to investigate how these two structures behave in university classroom discourse, where EAP learners would be most likely to encounter them.

Get *and Language Change*

Get is one of the twelve most common verbs in the English language (i.e. they occur more than 1,000 times per million words); it is also the most frequent verb in conversation, occurring over 9,000 times per million words, making it the most common verb in any register (Biber et al., 1999, p. 374). However, amongst scholars, *get* is often perceived as a small issue which does not need to be investigated extensively, even though this small word actually conceals a variety of meanings, as well as playing a role in different grammatical constructions (McIntyre, 2012), making it so recurrent.

Get derives from the Old Norse *geta* 'to get/obtain' and its adaptability is the result of a long process of semi-grammaticalisation, that is, it has acquired syntactic functions without losing its lexical uses (Gronemeyer, 1999). Grammaticalisation occurs when language speakers reanalyse a given language item due to its presence in an ambiguous context: this re-analysis is then conventionalised and extended by analogy (Gronemeyer, 1999). According to Gronemeyer (1999), g*et* started to acquire more diverse meanings at the end of the 14th century, when it developed from its original meaning of possession into meaning movement, and from there it then evolved into having copular function during the 17th century (for a detailed summary of the grammaticalisation of *get*, please refer to Gronemeyer, 1999). However, scholars disagree in relation to its further acquisition of the passive function. For instance, Hundt (2001) believes that the *get*-passive originated from the causative use of *get*, while Gronemeyer (1999) and Fleischer (2006) agree that it derived from its copular use. However, "a shift to the *get*-passive appears to be one of the most active grammatical changes taking place in English" (Weiner & Labov, 1983, p. 43), making it a very interesting feature to investigate.

Get-*Passive*

The *get*-passive construction is formed with the verb *get* followed by an -ed participle of the verb in the passive voice, e.g. *get arrested* (Biber et al., 1999). Although it appears to behave like one, *get* is not an auxiliary verb (Quirk, Greenbaum, Leech, & Svartvik, 1985), since a) it cannot be inverted with the subject when formulating questions; b) it needs the auxiliary *do* in negative sentences and for emphasis; and c) it cannot be used in tag questions (Haegeman, 1985; Downing, 1996; Fleischer, 2006). As opposed to passive constructions with *be*, the *get*-passive places more emphasis on the subject (Carter & McCarthy, 2006), which may explain the lack of overt agent in most cases (Quirk et al., 1985). Furthermore, the verbs implemented in *get*-passive constructions tend to have negative connotations, i.e. they

express a disadvantage to the subject (Quirk et al., 1985; Biber et al., 1999; Huddleston & Pullum, 2002; Carter & McCarthy, 2006). Nonetheless, *get*-passive constructions can be found expressing more favourable connotations, when they report positive newsworthy events (Carter & McCarthy, 2006). Overall, this passive structure is rather rare, and it is avoided in formal style: it is in fact one of the linguistic features characteristic of conversation (Quirk et al., 1985; Biber et al., 1999; Huddleston & Pullum, 2002).

Some *get* constructions, also called 'reciprocal' (e.g. *get + acquainted, introduced, married, divorced*) and 'reflexive? (e.g. *get + dressed, shaved*), are object of debate amongst scholars on whether they should be classified as true passive or considered as copular constructions. Downing (1996) and Fleischer (2006), for instance, consider them as copular because they refer to a change in state, rather than an action, and because their role as copular constructions allowed for the development from copular to passive *get* constructions in the first place. In contrast, Anderwald (2018) suggests that culture plays an important role in distinguishing between their copular and passive status: in the past, these constructions could always be expanded by a *by*-phrase expressing the agent (e.g. *women got dressed by maidens*), thus behaving like authentic *get*-passive constructions. However, she notices that from the 20th century onwards this interpretation might have been reconsidered due to social and cultural changes. On the contrary, Huddleston and Pullum (2002) state that the passive or copular status of these constructions depends on their syntactic structure, that means, whether or not a *by*-phrase is expressed.

Since the mid-20th century, passive constructions with *get* have been of great interest to scholars (Hatcher, 1949; Svartvik, 1966; Chappell, 1980; Haegeman, 1985). Although most research occurred on written data, a few studies also included spoken corpora in their analysis. Vanrespaille (1991, cited in Carter & McCarthy, 1999), for instance, based her study on both written and spoken texts and found 700 occurrences of *get*-passive in her data;

however, she does not specify how many were produced in naturally occurring speech. Another study that made use of both spoken and written data was Collins (1996). He found that the subject of *get*-passive constructions is always associated with the initiation of the action, and that this is usually disadvantageous for the subject. Mair and Leech (2006) reported that between 1961 and 1992 there was an increment of *get*-passive occurrences in written texts, while the number of *be*-passives decreased. The two authors attributed this change in distribution to the fact that, over the 20th century, written English has become more similar to its spoken counterpart. An increment in *get*-passive instances was also observed by Schwarz (2017) in her investigation of the TIME Magazine corpus. She noticed that, at least in her data, *get*-passive started to expand to many different semantic contexts, beginning to behave more like *be*-passive constructions. To date, the only study that examined *get*-passives exclusively in a corpus of spoken language is Carter and McCarthy's (1999). They investigated the distribution of *get*-passive in the CANCODE spoken British English corpus and found a total of 139 instances of *get*-passive constructions, 90% of which had adversative connotations. The remaining 10% of positive instances were marked by some degree of newsworthiness.

Copular Get

Copular verbs can be classified into result and current copular verbs (Biber et al., 1999). As a copular verb, *get* belongs to the former category, which determines "an attribute that happens as a result of some process of change" (Biber et al., 1999, p.436). After *be*, *get* is the one of the four copular verbs most commonly found with an adjectival complement, and it is particularly frequent in conversation, where it occurs 250 times per million words, while it is rather rare in academic prose, as this register prefers the use Latin-Romance derived polysyllabic words (Biber et al., 1999). Copular *get* is used to describe either mental or physical changes (Biber et al., 1999). As opposed to *become*, which is another very common

resulting copular verb, *get* a) is used in more informal contexts; b) can only take adjectival complements; and c) stresses the agentivity of the subject (Huddleston & Pullum, 2002, p. 264). As opposed to *get*-passive constructions, copular *get* has not received the same attention from scholars. Except for Biber et al.'s (1999) survey of result copular verbs in the LGSWE, to my knowledge, the only other study investigating result copular verbs is Malà (2014), which undertakes a contrastive corpus-based analysis of copular verbs in British English, as represented by the texts in the *InterCorp*, and in Czech. She found that *get* is the second most recurrent result copular verb in her data, with 115 occurrences.

Lexical Patterns of Get

Collocations are two or more independent words that typically occur together (Biber et al., 1999, p. 59). Collocates of a given word are impacted by the register in which the word is analysed (Biber, 2012); therefore it would be interesting to investigate what the collocates of copular and passive *get* are in registers other than conversation, such as university classroom discourse. Table 1 summarises the key information of the studies that have investigated passive and copular *get* constructions and reported their most recurrent collocates.

In terms of most frequent collocates of *get*-passive, Biber et al. (1999) found that *married* is by far the most frequent collocate, occurring more than 20 times per million words, followed by *hit, involved, left,* and *stuck,* which occur more than 5 times per million words. In contrast, Carter and McCarthy (1999) found that *paid* was the most recurrent collocate, occurring over 13 times per million words. *Told* occurred only 3 times per million words, while *asked, burgled, given, treated,* and *beaten* occurred twice per million words. Lastly, *injured, intimidated, pushed, killed, told off,* and *distracted* were found just once per million words.

Table 1

Overview of Previous Empirical Studies Investigating Passive and Copular Get *Collocates*

Get*-passive/ Copular *Get	**Study**	**English Variety**	**Corpus/Data**
Get-passive	Biber et al. (1999)	American and British English	LSWE conversation sub-corpus (6,410,300 words)
	Carter & McCarthy (1999)	British English	CANCODE Corpus (1.5 million words)
Copular *get*	Biber et al. (1999)	American and British English	LSWE conversation sub-corpus (6,410,300 words)
	Malà (2014)	British English	BNC 1994 (96,263,399 words)

Note. *For abbreviations, consult* List of Abbreviations *(p. ix)*

Regarding copular *get* collocates, Biber et al. (1999) found that the most common were *ready* and *worse*, followed by others such as "*angry, bigger, better, bored, cold, dressed (up), drunk, lost, mad, mixed (up), old, older, pissed (off), sick, tired, upset, wet*" (p. 444). Unfortunately, no frequency counts were provided. Similarly, Malà (2014) only supplied a list of the collocates she identified: *used to, better, worse, involved, ready, lost, struck, older, drunk, bored* (p. 73).

Goal of the Study

As mentioned above, passive voice and copular verbs can represent very challenging features of the English for L2 learners. On the one hand, as demonstrated by Shibatani (1990) and Hinkel (2002), passive voice can be problematic for ESL learners because in their L1 the position of the subject in the sentences has an impact on its agentivity, a concept which is also supported by VanPatten's (2004) first noun principle. On the other hand, copular constructions can be very complex for L2 learners whose L1 is not characterised by copular

verbs, such as Arabic (Scott & Tucker, 1974; Zobl, 1982). Considering that *get* is found performing both functions in spoken English, it will be interesting to look at its use in copular and passive constructions in university classroom teaching – a register in which it has not so far been investigated – particularly since university lectures have been shown to share situational and linguistic characteristics of conversation (Csomay, 2000, 2006), the register in which *get*-passive and copular *get* are most common (Biber et al., 1999). Because there are very few comparisons of textbooks for listening and speaking and even fewer on EAP textbooks, this study will focus on how *get* (passive and copular) is represented in EAP textbooks for listening and speaking. Specifically, the present study aims to answer the following research questions:

1. What is the frequency of use of *get*-passive (e.g. *get arrested*) and copular *get* (e.g. *get angry*) in North American university classroom discourse? Specifically, what are the patterns of distribution of *get*-passive and copular *get* across tense, aspect, and modality?
2. What is the frequency of use of *get* (passive and copular) in American EAP textbooks for listening and speaking? Specifically, what are the patterns of distribution of *get*-passive and copular *get* across tense, aspect, and modality?
3. What are the collocates for *get* (passive and copular), in North American university classroom discourse?
4. What are the collocates for *get* (passive and copular), in American EAP textbooks for listening and speaking?
5. In American EAP textbooks, is *get* (passive and copular) presented explicitly or implicitly?

Chapter 3: Methods

The current study aims to investigate the use of *get* (passive and copular) in North-American university classroom discourse and EAP textbooks. To do so, corpus linguistics methods are used to conduct a quantitative analysis of the features under investigation. The present chapter outlines the design of the study. Firstly, I present the materials for analysis, namely a collection of EAP textbooks for the teaching of American English and a corpus of North American academic spoken language. I then describe how the data for the analysis was retrieved and coded, by defining the variables, reporting the exclusion criteria, and illustrating what other features were also accounted for. Next, I explain what collocates are and how they were retrieved. Last, I report what statistical analyses were conducted in order to answer the above research questions.

Materials

Textbooks Selection

In order to identify popular listening and speaking EAP textbooks, a brief, informal questionnaire was sent by email to four major publishers: Cambridge University Press, Oxford University Press, National Geographic Learning, and Pearson. Their answers provided me with a list of eight textbooks, from which I selected four titles based on two criteria: a) each textbook had to be produced by a different publisher; and b) they had to be published after 2010. This resulted in the selection of the following publications: *Q: Skills for Success 4* (henceforth, Skills4) (Freire & Jones, 2011), *Academic Encounters 4* (henceforth, Encounters4) (Espeseth, 2012), *Pathways 4* (henceforth, Pathways4) (MacIntyre, 2018), and

NorthStar 4 (henceforth, Northstar4) (Ferree & Sanabria, 2015), whose details are summarized in Table 2.

Table 2

Overview of Textbooks Used in the Study

Title / Author(s) / Publisher	**Year of Publication**	**Proficiency Level**	***N* Units**	***N* Content Pages**	***N* Words (Estimates)**
Q: Skills for Success 4 (Skills4) Freire & Jones, Oxford University Press	2011	Upper Int (B2)	10	244	51,765
NorthStar 4 (Northstar4) Ferree & Sanabria, Pearson	2015	Upper Int (B2)	8	211	48,556
Pathways 4 (Pathways4) MacIntyre, National Geographic Learning	2018	Advanced (C1)	10	215	49,493
Academic Encounters 4 (Encounters4) Espeseth, Cambridge University Press	2012	Advanced (C1)	4	180	46,825

The textbooks under investigation vary in terms of type of listening materials provided: Encounters4 and Pathways4 have both audio and video files, while Skills4 and Northstar4 only have audio ones. Furthermore, not all textbooks provide audio/video transcripts at the end of the volume, thus the ones for Pathways4 had to be retrieved online, while the ones for Encounters4 could not be retrieved at all.

The number of words included in the textbooks is estimated, rather than a real number, due to unavailability of an electronic version of the textbooks. The estimation was

achieved by averaging the wordcount of each page in Unit 1 for every textbook; this value was then multiplied by the number of content pages in each textbook, as exemplified in (1).

(1) Pathways4: 230.2 average words x 215 content pages = 49,493 words/textbook

The present study focuses on two proficiency levels: Upper-Intermediate (B2) and Advanced (C1). The decision to limit the scope of the study to these two levels of proficiency is motivated by the fact that attention to grammatical features of spoken language is more likely to occur at higher levels (Cullen & Kuo, 2007, p. 373).

Corpus for Analysis

The *Michigan Corpus of Academic Spoken English* (MICASE) is a corpus of academic spoken language representing several speech events across the University of Michigan (Simpson, Lee, & Leicher, 2002). For the purpose of the present study, only lectures (small and large) were analysed, because, as an academic register, lectures play a crucial role in the educational experience of university students (Swales, 2001, p. 34). From a linguistic perspective, university classroom teaching is characterised by some situational and linguistic features of conversation (Csomay, 2006). MICASE lectures cover a wide variety of academic disciplines grouped under four disciplinary domains: biological and health sciences, physical sciences and engineering, social sciences and education, and humanities and arts (Simpson, Lee, & Leicher, 2002). Table 3 summarises key information regarding the composition of the MICASE lectures sub-corpus used in the present study.

Table 3

Overview of the MICASE Lectures Sub-Corpus

Speech event	***N* of texts**	***N* of words**
Small lectures	31	320,893
Large lectures	31	257,311
Total	62	578,204

Data Retrieval

I employed corpus linguistics methods to conduct a quantitative analysis of the distribution of *get*-passive and copular *get* in American university classroom discourse, as represented by the MICASE lectures sub-corpus. Specifically, I used the concordance software *AntConc* (Anthony, 2019), which allowed me to identify all occurrences of the verb *get* and its conjugations (i.e. *gets*, *got*, *getting*, *gotten*) within the lectures data. The outputs from the lectures sub-corpus searches were saved in a spreadsheet, and concordance lines were manually sorted in order to eliminate any case in which the lexico-grammatical item did not perform as part of a passive or copular construction, as in (2), where *get* expresses possession.

(2) So therefore, if we find out, that there's an elderly market for baby food, maybe we won't keep it to ourselves, because if the whole region increases in sales, we ***get*** a bigger bonus. Other thoughts? (lel185su066)

In order to establish the distribution of *get* (passive and copular) across the four EAP textbooks, I manually searched each textbook page by page and copied any occurrence of *get*-passive and copular *get* onto a spreadsheet.

Data Coding

Defining the Variable: Distinguishing between Copular Get *and* Get-*Passive*

The present study adopts the LGSWE (Biber et al., 1999) definitions of copular *get* and *get*-passive constructions, which regard the former as consisting of *get* + adjectival complement (p. 437), and the latter as *get* + past participle (p. 475). (3) and (4) exemplify occurrences of copular *get* and *get*-passive, respectively.

(3) I know exactly as they ***get bigger***, the leaves lose those water spots (les425su093)

(4) And it's actually, just, it's sort of a bouncing, leaps and tumbles of larger particles, that occur when they ***get picked up*** by either wind, or by water (les425su093)

In copular *get* constructions, adjectival complements can be adjectives (e.g. *old, young, big*) or adjectival past participles (e.g. *tired, bored, lost*). The use of adjectival past participles can make it difficult to distinguish copular from passive constructions (Gronemeyer, 1999, p. 6), because some copular *get* constructions (e.g. *get + stuck, dressed, involved*) are more ambiguous and may appear like *get*-passives (Quirk et al., 1985).

In order to avoid ambiguity, in the present study *get* + past participle constructions were classified as copular if they satisfied at least two of the following three criteria: a) the *get* construction cannot be transformed into active voice (Malà, 2014, p. 75), as in (5); b) a *by*-phrase expressing the agent cannot be added (Quirk et al., 1985, p. 161), as in (6); c) the past participle can be modified with intensifying adverbs (Malà, 2014, p. 75), as in (7). Thus, *get + acquainted, bogged down, drunk, engaged, hung up, involved, lodged, scrambled, isolated, intertwined* are classified as copular *get* constructions. In contrast, the construction *get married*, which some scholars (Downing, 1996, p. 184; Huddleston & Pullum, 2002, p. 1441; Fleischer, 2006, p. 231) consider copular, here is regarded as passive, hence following the LGSWE (Biber et al., 1999), because although it is rarely found with a *by*-phrase (Davies,

2008, cited in Anderwald, 2018), it can still be expanded by adding it, it can be turned into active, and *married* cannot be modified by an intensifier.

(5) And in fact as they drink wine and they-they ***get drunk*** together (lel140su074)

(6) Countries in Europe were exercising their interests um even when they saw the dangers of-of getting involved, the dangers and costs of ***getting involved*** more deeply in Africa (les315su129)

(7) Well, if you use the brute force integration approach, just to uh write it out, it ***gets pretty*** uh ***complicated***... (les330jg052)

Despite the criteria specified above, some constructions need to be examined by looking at the wider context in order to determine their use. For instance, *get used* and *get used to* are classified as two distinct constructions. The former, as in (8), is considered passive, because it can be turned into active and can be extended by a *by*-phrase, while the latter, like in (9), is identified as copular, because the sequence *used to* is "an adjective + preposition combination meaning 'accustomed to'" (Biber et al., 1999, p. 490).

(8) We talked about these a little but I just, they'***re getting used*** so much in the articles I really want you to have a firm idea of what they're-they mean (les115mu151)

(9) This is an equation that we're gonna use quite a bit in unit load automated storage retrieval systems so, uh... please ***get used to*** that (les330jg052)

Get started in certain contexts, as in (10), can be easily identified as a passive construction. However, all occurrences of *get started* in the current study are considered copular, as in (11), because they cannot be turned into active, nor be extended by an agentive *by*-phrase. Furthermore, the meaning of *get started* in (11) is the same as *let's start*, a factor that supports is interpretation as copular (Huddleston & Pullum, 2002, p. 1441).

(10) The foundation ***got started*** by their son

(11) Okay, so let's ***get started*** and get this philanthropy research paper finished. (Northstar4)

Lastly, *get done* is regarded as passive in instances like (12), while it is classified as copular in ones like (13).

(12) Its advantage is that it sends a message to co-workers and employees that things need to ***get done*** on time. (Pathways4)

(13) Okay moving along, um, do take a look at that handout on truncation, I think it's very good. And uh, God this looks as bad as the Shroud of Turin after I ***got done*** with it. (les335jg065)

The data obtained from both the MICASE lectures sub-corpus and the textbook collection was thus hand-coded for type of constructions following the criteria just listed above.

Exclusion Criteria and Ambiguous Cases

Although the vast majority of the constructions identified were coded with ease, I had to make some principled decisions regarding exclusion criteria. Because the current study aims to investigate passive and copular *get* structures, which consist of *get* + past participle and *get* + adjectival complement respectively, the structures listed below were excluded from the analyses, following established practice in this research tradition (e.g. Downing, 1996; Carter & McCarthy, 1999):

(a) *get* + reflexive pronoun + past participle: this is a reflexive construction (Downing, 1996, p. 182)

(14) He ***got*** himself ***shot***

(b) *get* + NP + past participle: this is a causative construction including an additional participant (Downing, 1996, p. 182)

(15) So they even make-make a joke out of this ***getting*** his legs ***cut off***, and dying there (lel140su074)

Moreover, the constructions exemplified below (see (16) and (17)) were too ambiguous to be classified as either copular or passive *get*, and they were therefore excluded from the analysis.

(16) A pizza delivery kid backed his car, (kinda skew jumped it s-) into the driveway of my neighbor, you know how sometimes they're a little sloppy ***getting parked***. (lel175ju086)

(17) And reproduction we'***ve*** also ***got covered***, okay? (lel175mu014)

Further Coding of Passive and Copular Get *Features*

Once instances were coded for type, I conducted a more in-depth analysis of the grammatical features characterizing *get* (passive and copular) in both datasets. Each instance of *get* was first classified as either finite or non-finite: finite verbs are verb forms reporting specifications of either time or modality, while non-finite verbs do not (Biber et al., 1999, p. 99). All occurrences of *get* were thus coded for aspect (simple, perfect, progressive) like (18 a-b-c); finite forms were also coded for either tense (present, past) like in (19 a-b) or modality, like in (20).

(18) a. That could be disastrous – if the land ***gets*** [simple] too dry to grow crops on, I mean (Pathways4)

b. Have you changed at all as you ***have gotten*** [perfect] older? (Skills4)

c. Friends, siblings, and spouses ***are getting*** [progressive] sick and dying (Encounters4)

(19) a. Specific receptors that means they ***don't*** just ***get*** [present] picked up from the bloodstream wherever there's a low concentration and have their effects in their cells (lel175su098)

b. We ***got*** [past] really frustrated, I don't know why (les335jg065)

(20) The reason Y ***can get*** [modality] bigger is because when the dollar devalues uh it stimulates exports (lel280jg051)

Regarding *get*-passive constructions, these were also coded according to their semantic prosody, to determine what types of events are usually conveyed by means of the *get*-passive in university classroom discourse. The constructions were classified as adversative or favourable, since these categories were identified in previous research (Quirk et al., 1985; Biber et al., 1999; Carter & McCarthy, 1999; Huddleston & Pullum, 2002; Carter & McCarthy, 2006), as exemplified in (21) and (22). However, another category was established for the purpose of the present study: some *get*-passive structures were in fact classified as neutral, when the event they reported was neither adversative nor favourable to the subject, as in (23). In order to assess the semantic prosody of the constructions, the wider context in which *get*-passives occurred was considered, since "meaning is distributed across more than one word" (Stubbs, 2001, p. 105).

(21) You gotta imagine these roots are growing around in the soil, and they're gonna ***get wounded*** [adversative], at some point (les405jg078)

(22) Why would I jeopardize, you know, having our sales ***get bumped*** [favourable] up next year? (lel185su066)

(23) They were really afraid that they might compromise care for their whole family and women were unwilling to risk doing that, so that was another piece of of of the risk that ***got factored*** in there (lel115su005)

Furthermore, in order to determine whether the EAP textbooks under investigation teach *get* (copular and passive) constructions explicitly or implicitly, each instance of *get* recorded from the textbooks was also coded for mode of presentation. I identified seven types of presentation mode, which can be classified as either explicit or implicit (see Table 4). Through this framework, I was able to determine whether *get*-passive and copular *get* are taught mostly implicitly or explicitly.

Table 4

Types of Presentation Mode in EAP Textbooks

	Presentation Mode		Explanation
	Audio		The instance occurs in the audio transcripts
	Video		The instance occurs in the video transcripts
	Exercise		The instance occurs in the content of an exercise
	Word List		The instance occurs in the summary of key vocabulary from the textbook
Implicit	Instructions		
		Exercise	The instance occurs in the instructions related to an exercise
		Content	The instance occurs in an explanation provided by the textbook that was not related to the constructions under investigation
Explicit	Explanation		The instance occurs in an explanation provided by the textbooks about the constructions under investigation

Retrieving Collocates

Collocates of *get* in both the MICASE lectures sub-corpus and in the EAP textbooks were identified through *AntConc*, specifically using the 'Collocates' tool. Collocates are words that typically occur together with a given word (Biber et al., 1999, p. 59) and vary depending on the register they are investigated in (Biber, 2012). Therefore, investigating the use of collocates in university lectures can be helpful, as it can inform students (and their instructors) about what words tends to recur together most often and they can be prepared to deal with these collocations as they encounter them in real life situations.

Once the instances of copular and passive *get* were identified, I grouped them according to their type, creating two separate text files. I then run the files through *AntConc*, which produced a series of collocates and their raw frequencies. While retrieving collocates, I did not focus exclusively on the first word following *get*, because often the adjectival complements and the past participles are pre-modified by an intensifier, as in (24). This is possible in both copular and passive constructions.

(24) If they worked less, they wouldn't get ***so*** tired. (Northstar4)

Statistical Analysis

In order to address the research questions properly and compare the distribution of *get* (copular and passive) across the two datasets, the frequency counts of *get*-passive and copular *get* had to be normed. Norming of raw frequency counts is a very common standardisation procedure in corpus linguistics, as it provides an estimate of how often a given linguistic feature is encountered within a corpus and it also allows for comparison with other sets of data (Biber, Conrad, & Reppen, 1998). Norming was conducted for the university lectures sub-corpus, as well as for each EAP textbook, as all textbooks had different word counts. In so doing, I was able to determine which of the EAP textbooks under investigation more closely resembled the data from the MICASE sub-corpus. Norming was achieved by dividing the number of instances of *get* (copular and passive) by the total number of words in the sub-corpus or textbook, and the result was then multiplied by a figure resembling the length of the dataset (Biber et al., 1998, p. 263). For instance, (25 a-b) below report the norming of *get*-passive and copular *get* in the present MICASE sub-corpus. I decided to norm the raw frequency counts by 10,000, so that the comparison of the results across the two sets of data was more accurate, as it prevented inflation of frequency counts in the EAP textbooks (Biber

et al., 1998, p. 264). Norming by this value is also consistent with previous studies comparing textbooks to corpus data (e.g. Jiang, 2006).

(25) a. (192/578,204) x 10,000 = 3.32 instances of *get*-passive per 10,000 words

b. (238/578,204) x 10,000 = 4.12 instances of copular *get* per 10,000 words

Raw frequency counts for collocates were also normed following the same procedure, for both the MICASE lectures and the textbooks. This was done in order to compare the use of collocates across datasets in the present study, as well as with previous studies that have investigated collocates of *get* (e.g. Biber et al., 1999; Carter & McCarthy, 1999; Malà, 2014). The most frequent *get* (passive and copular) collocates in each dataset were identified by calculating their percentage. Percentages were also calculated in order to determine the variation of *get* in respect to tense, modality, and aspect.

Chapter 4: Results

The present chapter reports the results obtained from the quantitative analyses carried out in the study. In the first part of the chapter, I describe the overall frequency patterns of *get*-passive and copular *get* constructions in the MICASE lectures and in EAP textbooks, focusing also on the structures' variation in terms of tense, modality, and aspect; I then compare the distribution of both *get* constructions across the two sets of data under investigation. In the second part of the chapter, I identify the most recurrent *get*-passive and copular *get* collocates within the university lectures sub-corpus and the EAP textbooks, taking into account their pre-modifiers too; secondly, I contrast the collocates usage in the two sets of data. In the last section of the chapter, I outline the distribution of *get*-passive and copular *get* in EAP textbooks according to their mode of presentation.

Distribution of *Get*-Passive and Copular *Get* in MICASE Lectures

Get-*Passive*

As shown in Table 5, 192 instances of *get*-passive were identified in the university lectures data, which equates to 3.32 occurrences per 10,000 words. Although all forms of *get* were found, *get* is undoubtedly the most common (*N*= 93), occurring more than twice as often the second most frequent form, *gets* (*N*= 39), and corresponding to almost 50% of all the instances of *get*-passive identified. In contrast, the form *gotten* is the least recurrent (*N*= 4), constituting only 2% of the occurrences of passive *get*.

The vast majority of *get*-passive instances are in finite form, as just over 80% of them express either tense or modality (Table 6). The most recurrent tense is present (54.17%), which occurs over three times more than the past tense (17.19%) and is encountered 1.80

times per 10,000 words. Modal verbs are found with only 12.5% of all the *get*-passive constructions identified. In regard to aspect, the simple one is notably the most used in the MICASE sub-corpus (88.54%), which is more than nine times more frequent than the progressive (9.38%). The perfect aspect only represents just over 2% of all *get*-passive instances.

Table 5

Distribution of Get-*Passive Constructions in MICASE lectures*

	***Get*-Passive**		
***Get* Form**	**Raw**	**/10,000 Words**	**%**
get	93	1.61	48.44
gets	39	0.67	20.31
getting	26	0.45	13.54
got	30	0.52	15.63
gotten	4	0.07	2.08
Total	192	3.32	100

Table 6

Get-*Passive Distribution across Tense, Modality, and Aspect in MICASE lectures*

	***Get*-Passive**		
	Raw	**/10,000 Words**	**%**
Tense			
Present	104	1.80	54.17
Past	33	0.57	17.19
Modality	24	0.42	12.50
Aspect			
Simple	170	2.94	88.54
Perfect	4	0.07	2.08
Progressive	18	0.31	9.38

Copular Get

As Table 7 shows, 237 occurrences of copular *get* were found in MICASE lectures, namely 4.10 instances per 10,000 words. As for the passive construction, all forms of *get* are present and *get* is undoubtedly the most popular (*N*= 123), corresponding to more than half of all the copular *get* occurrences and being twice as frequent as the second most frequent form, *gets* (*N*= 56). Again, the form *gotten* is the least recurrent (*N*= 7), constituting just under 3% of all copular *get* instances identified.

Almost 80% of copular *get* instances identified express either tense or modality (Table 8). The present tense recurs six times more often than the past (2.39 and 0.40 times per 10,000 words, respectively), accounting for 58.23% of all the copular *get* constructions. Only 10.13% of copular *get* instances are found with a modal verb, occurring in the data 0.42 times per 10,000 words. In terms of aspect, like for the *get*-passive, the simple one is the most

recurrent across the MICASE copular *get* data (86.08%), followed by the progressive (10.55%), and it is over 22 times more frequent than the perfect (3.8%).

Table 7

Distribution of Copular Get *Constructions in MICASE lectures*

	Copular *Get*		
***Get* Form**	**Raw**	**/10,000 Words**	**%**
get	123	2.13	51.90
gets	56	0.97	23.63
getting	35	0.61	14.77
got	16	0.28	6.75
gotten	7	0.12	2.95
Total	237	4.10	100

Table 8

Copular Get *Distribution across Tense, Modality, and Aspect in MICASE lectures*

	Copular *Get*		
	Raw	**/10,000 Words**	**%**
Tense			
Present	138	2.39	58.23
Past	23	0.40	9.70
Modality	24	0.42	10.13
Aspect			
Simple	204	3.53	86.08
Perfect	9	0.16	3.80
Progressive	25	0.43	10.55

Distribution of *Get*-Passive and Copular *Get* in EAP Textbooks

Get-*Passive*

As Table 9 reveals, the textbook reporting the highest distribution of *get*-passive is Encounters4, with 4.06 occurrences per 10,000 words, followed by Skills4 (2.70) and Northstar4 (1.65). Pathways4 has the lowest frequency of *get*-passive structures, reporting only one instance in the entire textbook (see (26)), which equates to 0.20 occurrences per 10,000 words.

(26) Its advantage is that it sends a message to coworkers and employees that things need to ***get done*** on time. (Pathways4)

None of the textbooks represent all forms of *get*; however, Northstar4 features the widest range of *get* forms, failing to represent only *gotten*, which is not present in any of the textbooks (Table 9). Northstar4 is also the only textbook in which the most frequent *get* form is not *get*: in fact, *getting* is the most recurrent form in Northstar4 (*N*= 5), occurring five times more than the others. In Skills4 and Encounters4, *get* is the most frequent form, followed by *getting* and *got*.

In terms of tense, Table 10 shows that in Skills4 and Encounters4 the present is the most common tense, accounting for 50% and 15.79% of the *get*-passive constructions, respectively. Northstar4, in contrast, has equal distribution of present and past tense, both constituting 12.5% of its *get*-passive instances. Skills4 reports the highest distribution of *get*-passive constructions characterised by modality (0.39 instances per 10,000 words), which is almost double that of Encounters4 (0.21) and of Northstar4 (0.21). Pathways4's only occurrence of *get*-passive is a non-finite form, so it does not report any variation in terms of tense or modality. About aspect, simple aspect is the most recurrent in all four textbooks, with Encounters4 showing the highest frequency (2.56 per 10,000 words). Only Skills4 and

Encounters4 report instances of progressive aspect, with the latter having more than double the instances found in the former: 1.49 and 0.58 occurrences per 10,000 words, respectively. As hinted by the lack of the form *gotten*, the perfect aspect is completely absent in all EAP textbooks.

Table 9

Distribution of Get-*Passive Constructions in EAP textbooks*

***Get* Form**	**Skills4**		**Pathways4**		**Encounters4**		**Northstar4**	
	Raw	**/10,000 Words**	**Raw**	**/10,000 Words**	**Raw**	**/10,000 Words**	**Raw**	**/10,000 Words**
get	9	1.74	1	0.20	10	2.14	1	0.21
gets	0	0	0	0	0	0	1	0.21
getting	3	0.58	0	0	7	1.49	5	1.03
got	2	0.39	0	0	2	0.43	1	0.21
gotten	0	0	0	0	0	0	0	0
Total	14	2.70	1	0.20	19	4.06	8	1.65

Table 10

Get-*Passive Distribution across Tense, Modality, and Aspect in EAP textbooks*

	Skills4		Pathways4		Encounters4		Northstar4	
	/10,000 Words	%	/10,000 Words	%	/10,000 Words	%	/10,000 Words	%
Tense								
Present	1.35	50	0	0	0.64	15.79	0.21	12.50
Past	0.39	14.29	0	0	0.43	10.53	0.21	12.50
Modality	0.39	14.29	0	0	0.21	5.26	0.21	12.50
Aspect								
Simple	2.12	78.57	0.20	100	2.56	63.16	1.65	100
Perfect	0	0	0	0	0	0	0	0
Progressive	0.58	21.43	0	0	1.49	36.84	0	0

Copular Get

As shown in Table 11, Encounters4 is the textbook with the highest distribution of copular *get* instances in the present data (7.26 instances per 10,000 words). Northstar4 and Skills4 have the second and third highest frequency, namely 6.38 and 5.80, while Pathways4's copular *get* constructions are over two times less frequent than the other textbooks'. In each textbook, *get* is the most frequent form (see Table 11). However, the only textbook to present a full range of *get* forms is Skills4, while Pathways4 introduces the fewest forms.

Table 11

Distribution of Copular Get *Constructions in EAP textbooks*

***Get* Form**	**Skills4**		**Pathways4**		**Encounters4**		**Northstar4**	
	Raw	**/10,000 Words**	**Raw**	**/10,000 Words**	**Raw**	**/10,000 Words**	**Raw**	**/10,000 Words**
get	22	4.25	7	1.41	18	3.84	20	4.12
gets	1	0.19	4	0.81	0	0	4	0.82
getting	4	0.77	2	0.40	11	2.35	5	1.03
got	2	0.39	0	0	2	0.43	2	0.41
gotten	1	0.19	0	0	3	0.64	0	0
Total	30	5.80	13	2.63	34	7.26	31	6.38

Table 12 shows that present tense is the most recurrent tense in all EAP textbooks. Northstar4 yielded the highest frequency of present *get* forms across all textbooks (2.68 occurrences per 10,000 words), which is more than double that of Encounters4, which yieded the lowest frequency (1.28). In contrast, Encounters4 features the highest distribution of past tense (0.85 occurrences per 10,000 words), followed by Northstar4 (0.41) and Skills4 (0.39), while Pathways4 does not include any instances of past tense copular *get*. In terms of modality, Northstar4 and Skills4 have the highest frequency of copular *get* constructions with a modal verb (0.82 and 0.77 per 10,000 words, respectively), whilst Pathways4 and Encounters4 reveal similar lower frequencies, namely 0.43 and 0.40 per 10,000 words. Simple aspect was found to be the most frequent across all EAP textbooks (see Table 12). The progressive aspect is the second most common, with Encounters4 reporting the highest distribution (2.35 instances per 10,000 words). In contrast, the perfect aspect occurs only in Skills4 and Encounters4, with 0.19 and 0.64 occurrences per 10,000 words each.

Table 12

Copular Get *Distribution across Tense, Modality, and Aspect in EAP textbooks*

	Skills4		Pathways4		Encounters4		Northstar4	
	/10,000 Words	%	/10,000 Words	%	/10,000 Words	%	/10,000 Words	%
Tense								
Present	2.12	36.67	1.41	53.85	1.28	17.65	2.68	41.94
Past	0.39	6.67	0	0	0.85	11.76	0.41	6.45
Modality	0.77	13.33	0.40	15.38	0.43	5.88	0.82	12.90
Aspect								
Simple	5.02	86.67	2.42	92.31	4.27	58.82	5.77	90.32
Perfect	0.19	3.33	0	0	0.64	8.82	0	0
Progressive	0.39	6.67	0.20	7.69	2.35	32.35	0.62	9.68

Comparison of the Distribution of *Get*-Passive and Copular *Get* across the Two Datasets

Get-*Passive*

As Figure 1 illustrates, with the exception of Encounters4 that has a *get*-passive frequency of 4.06 per 10,000 words, all textbooks have a lower distribution of *get*-passives than in the university lectures data (3.32 times per 10,000 words). Skills4 is the textbook with the most similar distribution to the MICASE sub-corpus (2.70), whilst Pathways4 is characterised by the lowest distribution of *get*-passive (0.20), which is almost 16 times smaller than the frequency reported in the university classroom talk data.

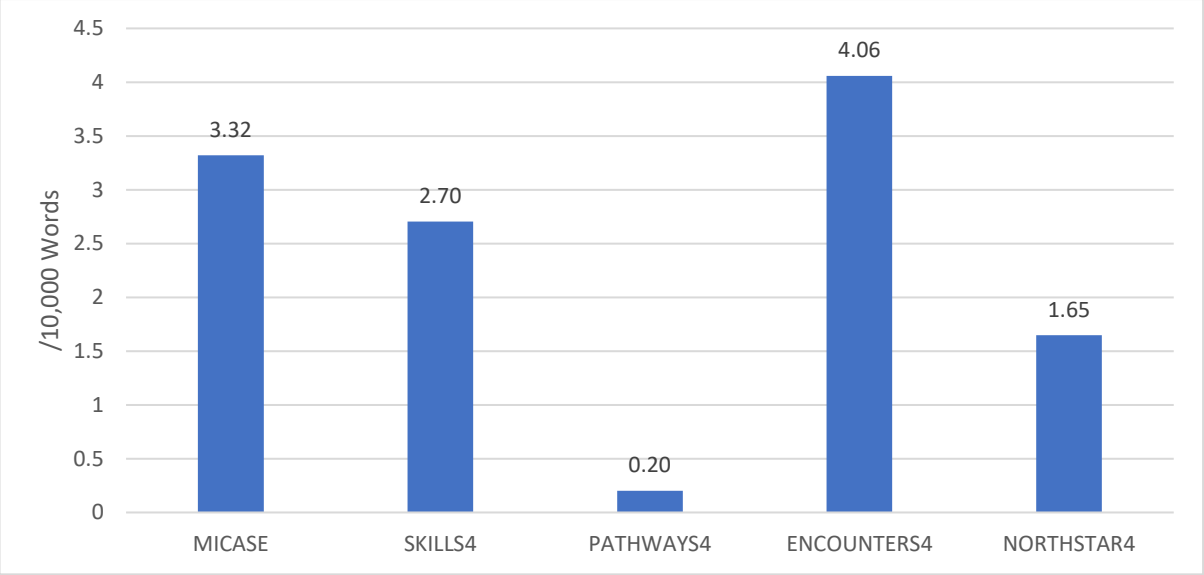


Figure 1. Comparison of *get*-passive distribution across the two datasets

Copular Get

Figure 2 demonstrates that, with the exception of Pathways4, all textbooks report a higher distribution of copular *get* than the one characterising the MICASE lectures sub-corpus. Encounters4 is the textbook with the highest number of copular *get* occurrences (7.43 per 10,000 words), whilst both Skills4 and Northstar4 report slightly lower frequency levels, namely 5.80 and 6.38. In contrast, Pathways4 underrepresents the use of copular *get*, with only 2.63 instances per 10,000, which is almost half the distribution of copular *get* in university classroom talk.

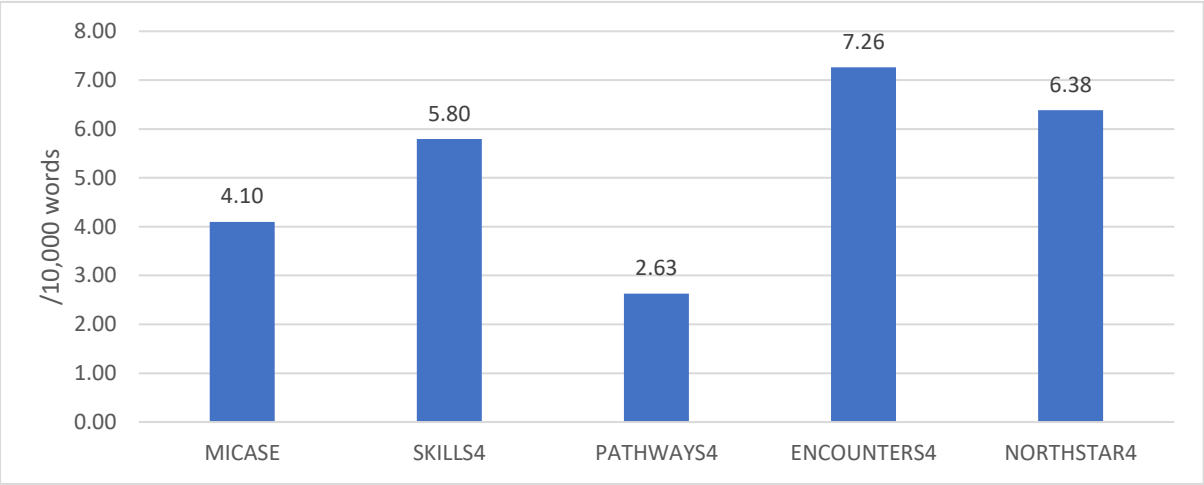


Figure 2. Comparison of copular *get* distribution across the two datasets

Collocates in MICASE Lectures

Get-*Passive*

The collocate analysis reported a total of 120 different *get*-passive collocates in the MICASE sub-corpus. Table 13 reports only the ones occurring at least 0.10 times per 10,000 words, from the most to the least frequent, which correspond to only 21.38% of all the past participles found with *get*-passives (for a full list of the collocates identified, please refer to Appendix D). *Married* is the verbal past participle which recurs the most in the university lectures data (0.22 times per 10,000 words) and it represents 6.77% of all the collocates found with the *get*-passive construction, as in (27), whilst *deposited* and *paid* are the second most frequent, occurring 0.14 times per 10,000 words, as in (28) and (29).

(27) He ***got married*** and he moved to London, and then he moved to a smaller town, south of London (lel175ju154)

(28) This shows the levee, which has sands and gravels and again how those finer silts and clays ***get deposited*** on the other side of the levee (les425su093)

(29) Because he he ***gets paid*** to perform there. Like he's giving you he's giving you a bet- like, a better show (lel565su064)

Table 13

Distribution of Get-*Passive Collocates in MICASE lectures*

Collocates	**Raw**	**/10.000 Words**	**%**
married	13	0.22	6.77
deposited	8	0.14	4.17
paid	8	0.14	4.17
done	7	0.12	3.65
drained	6	0.10	3.13
others	150	2.59	78.13

Table 14 shows the five different pre-modifiers found modifying past participles in MICASE lectures. All of them occur only once in the corpus data, in the contexts illustrated by the examples (30)-(34) below, with a normed frequency of 0.02 times per 10,000 words.

Table 14

Distribution of Pre-Modifiers of Get-*Passive Collocates in MICASE lectures*

Pre-modifiers	**Raw**	**/10,000 Words**
completely	1	0.02
eventually	1	0.02
highly	1	0.02
really	1	0.02
well	1	0.02

(30) Now you get ***completely*** switched, a hundred and eighty degrees to the hypothesis that L-S-D is acting as an an- agonist (lel500su088)

(31) Well, from the diagram on page twenty-four you know from the veins you get ***eventually*** pumped into the uh right side of the heart (lel175su106)

(32) I'm gonna do something, we can't get our rankings up if we don't look like a highly ranked place we will never get ***highly*** ranked, we'll always be underrated, I'm sick of being the most highly underrated engineering college, in the country (les445su067)

(33) And I wasn't there long enough to get ***really*** tuned in (les165jg121)

(34) You know children who have cerebral palsy, so some very obvious physical disability but have good cognition, good cognitive abilities, tend to get ***well*** served (les165jg121)

Figure 3 illustrates the percentage of the different connotations found in *get*-passive structures in the MICASE sub-corpus. More than half of all verbal past participle collocates has a neutral connotation, that is, the action they expressed is not adversative nor favourable to the subject. Almost 36% of the *get*-passive occurrences is adversative to the subject, while only 8.33% express a favourable event.

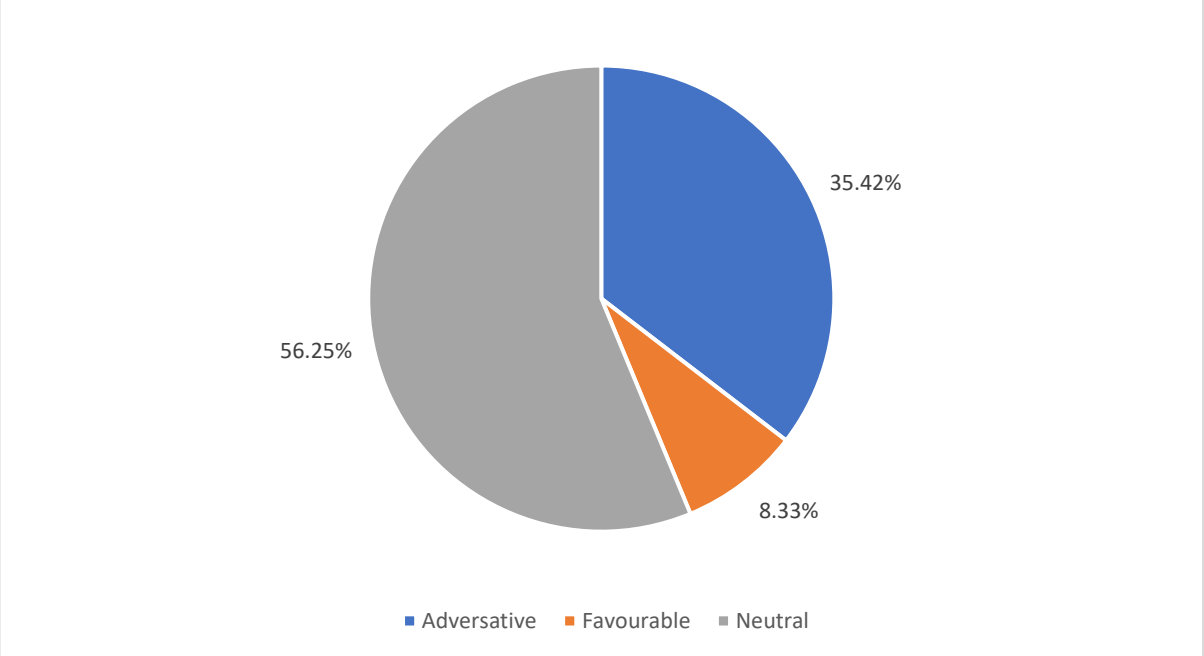


Figure 3. Proportional distribution of semantic prosody across *get*-passive constructions in MICASE lectures

Copular Get

The collocate analysis yielded 92 different copular *get* collocates in the university lectures dataset. Table 15 reports only those occurring at least 0.10 times per 10,000 words, from most to least frequent, which correspond to around 42% of all the adjectival complements found with copular *get* (a complete list of collocates and their frequency counts can be found in Appendix D). Table 15 shows the frequency for the base form of the adjectives or adjectival past participles identified, but it also provides the distribution of their inflected and premodified forms. *Started* is the adjectival complement recurring the most in the MICASE sub-corpus with 0.35 instances per 10,000 words, and it represents more than 8% of all the collocates found with copular *get* constructions (see (35)). *Big* is the second most frequent copular *get* adjectival complement, recurring 0.26 times per 10,000 words, but, as Table 15 demonstrates, it mostly occurs with a modifier (e.g. *so*, as in (36)) or in its inflected form *bigger*, as in (37). The same is true for many other frequent collocates of copular *get*, such as *small*, *cold*, *confused*, *closed*, and *old*.

(35) Now, are there any questions, before I ***get started***? (lel105su113)

(36) So it's a good idea, as cagey gardeners, to keep our eyes out for trees seedlings and saplings that are starting to get ***so big*** that we're gonna feel sorry for them (lel175ju086)

(37) Because, to maintain equilibrium after I've increased M, the C-F has gotta go down... and that means there's less uh money coming in uh and from the uh balanced payments accounting identity N-X has gotta- has gotta get ***bigger*** and counterbalance that (lel280jg051)

Table 15

Distribution of Copular Get *Collocates in MICASE lectures*

Collocates	**Raw**	**/10,000 Words**	**%**
started	20	0.35	8.44
big	15	0.26	6.33
so big	1	0.02	0.42
bigger	7	0.12	2.95
bigger and bigger	3	0.05	1.27
even bigger	1	0.02	0.42
increasingly bigger	1	0.02	0.42
involved	13	0.22	5.49
small	13	0.22	5.49
smaller	8	0.14	3.38
smaller and smaller	3	0.05	1.27
so small	1	0.02	0.42
very small	1	0.02	0.42
cold	7	0.12	2.95
really cold	1	0.02	0.42
very cold	1	0.02	0.42
confused	7	0.12	2.95
more confused	1	0.02	0.42
ready	7	0.12	2.95
used to	7	0.12	2.95
close	6	0.10	2.53
pretty close	1	0.02	0.42
very close	1	0.02	0.42
old	6	0.10	2.53
older	6	0.10	2.53
others	136	2.35	57.38

Table 16 lists the pre-modifiers found modifying copular *get* adjectival complements. *More* is the most recurrent modifier, occurring 0.16 times per 10,000 words, closely followed by *very* (0.14) and *really* (0.10). Together, these three modifiers correspond to more than

60% of all the modifiers identified in the university lectures data. In contrast, seven of the 13 pre-modifiers listed only occur once with copular *get* constructions.

Table 16

Distribution of Pre-Modifiers of Copular Get *Collocates in MICASE lectures*

Pre-modifiers	**Raw**	**/10,000 Words**	**%**
more	9	0.16	23.68
very	8	0.14	21.05
really	6	0.10	15.79
pretty	3	0.05	7.89
so	3	0.05	7.89
increasingly	2	0.03	5.26
all	1	0.02	2.63
even	1	0.02	2.63
kind of	1	0.02	2.63
kinda	1	0.02	2.63
particularly	1	0.02	2.63
proportionately	1	0.02	2.63
too	1	0.02	2.63

Collocates in EAP Textbooks

Get-*Passive*

Table 17 lists the *get*-passive collocates found across the four EAP textbooks under investigation. Overall, across all textbooks, *get*-passive is not found to collocate with a great variety of verbal past participles. Skills4 and Northstar4 have the widest range of collocate types found with *get* (*N*= 5), followed by Encounters4 (*N*= 3) and Pathways4 (*N*= 1). In both Skills4 and Encounters4, *married* is the most frequent collocate, occurring namely 1.55 and 3.63 times per 10,000 words. In Northstar4, the derived form *remarried* is the most common

collocate (0.82 instances per 10,000 words), although *married* is also present, occurring 0.21 times per 10,000 words. *Hired* is the only other past participle that is common between two textbooks, Skills4 and Northstar4, recurring with very similar frequency (0.19 and 0.21 instances per 10,000 words, respectively). With the exception of Pathways4, which reports only one instance of *get*-passive, the most common collocates in all other EAP textbooks are notably more frequent than any other verbal past participle and correspond to 50% or more of the collocates identified.

Table 17

Distribution of Get-*Passive Collocates in EAP textbooks*

	Skills4		
Collocates	**Raw**	**/10,000 Words**	**%**
married	8	1.55	57.14
injured	2	0.39	14.29
promoted	2	0.39	14.29
burned	1	0.19	7.14
hired	1	0.19	7.14
	Pathways4		
Collocates	**Raw**	**/10,000 Words**	**%**
done	1	0.20	100
	Encounters4		
Collocates	**Raw**	**/10,000 Words**	**%**
married	17	3.63	89.47
invaded	1	0.21	5.26
divorced	1	0.21	5.26
	NorthStar4		
Collocates	**Raw**	**/10,000 Words**	**%**
remarried	4	0.82	50
blocked	1	0.21	12.50
hired	1	0.21	12.50
married	1	0.21	12.50
sent	1	0.21	12.50

As shown in Table 18, in Pathways4 and Encounters4, the majority of *get*-passive occurrences have a neutral meaning (100% and 52.63%, respectively), while in Skills4 and Northstar4 favourable events are the most frequent (namely 64.29% and 62.50%). Adversative connotations represent the second most recurrent category in all textbooks except Pathways4.

Table 18

Percentage of Semantic Prosody Preferred by Get-*Passive Constructions in EAP textbooks*

	Skills4		Pathways4		Encounters4		Northstar4	
Connotations	**Raw**	**%**	**Raw**	**%**	**Raw**	**%**	**Raw**	**%**
Adversative	3	21.43	0	0	5	26.32	3	37.50
Favourable	9	64.29	0	0	4	21.05	5	62.50
Neutral	2	14.29	1	100	10	52.63	0	0
Total	14	100	1	100	19	100	8	100

Copular Get

Table 19 reports the three most frequent adjectival complements found collocating with copular *get* across the EAP textbook collection (a complete list of the collocates identified can be found in Appendix D, together with their respective raw and normed frequency counts). Each textbook is characterised by a different range of collocates: in fact, *started* is the only adjectival complement that is found as one of the three most recurrent collocates in Skills4, Pathways4, and Encounters4, occurring 0.97, 0.40, and 1.71 times per 10,000 words respectively. Some adjectival complements are often found with a modifier, as *dry* in (38), or in their comparative form, as *older* and *better* (see (39) and (40)).

(38) That could be disastrous - if the land ***gets too dry*** to grow crops on, I mean. (Pathways4)

(39) Have you changed at all as you ***have gotten older***? (Skills4)

(40) Surgeon B is not enthusiastic about the game because the only way to ***get better*** at surgery is to work on real patients. (Northstar4)

Table 19

Distribution of Copular Get *Collocates in EAP textbooks*

	Skills4		
Collocates	**Raw**	**/10,000 Words**	**%**
organized	5	0.97	16.67
involved	3	0.58	10
started	3	0.58	10
others	19	3.67	63.33
	Pathways4		
Collocates	**Raw**	**/10,000 Words**	**%**
started	2	0.40	15.38
dry	2	0.40	15.38
too dry	2	0.40	15.38
others	9	1.82	69.23
	Encounters4		
Collocates	**Raw**	**/10,000 Words**	**%**
started	8	1.71	23.53
sick	6	1.28	17.65
old	4	0.85	11.76
older	1	0.21	2.94
older and older	1	0.21	2.94
others	16	3.42	47.06
	Northstar4		
Collocates	**Raw**	**/10,000 Words**	**%**
good	5	1.03	16.13
better	4	0.82	12.9
better and better	1	0.21	3.23
cranky	4	0.82	12.9
tough	4	0.82	12.9
others	18	3.71	58.06

According to the data in Table 20, the textbook which makes use of the widest range of pre-modifiers is Pathways4 (*N*= 6), while the one that uses the least is Encounters4 (*N*= 1). Across all publications, *too* seems to be the most favoured pre-modifier, appearing in three of the four textbooks under investigation, followed by *more* and *very*, which are only present in two of them. The majority of the pre-modifiers are used once in the EAP textbooks, with the exception of *too* in Pathways4, where it occurs three times (0.61 instances per 10,000 words), and *really* in Northstar4, where it appears twice (0.41 occurrences per 10,000 words).

Table 20

Distribution of Pre-Modifiers of Copular Get *Collocates in EAP textbooks*

	Skills4		
Modifiers	**Raw**	**/10,000 Words**	**%**
more	1	0.19	33.33
too	1	0.19	33.33
very	1	0.19	33.33
	Pathways4		
Modifiers	**Raw**	**/10,000 Words**	**%**
too	3	0.61	37.50
a little	1	0.20	12.50
even	1	0.20	12.50
more	1	0.20	12.50
quite	1	0.20	12.50
very	1	0.20	12.50
	Encounters4		
Modifiers	**Raw**	**/10,000 Words**	**%**
a lot	1	0.21	100
	Northstar4		
Modifiers	**Raw**	**/10,000 Words**	**%**
really	2	0.41	50.00
so	1	0.21	25.00
too	1	0.21	25.00

Comparison of Collocate Distribution across the Two Datasets

Get-*Passive*

An analysis of the percentage of collocates found in the EAP textbooks corresponding to the collocates identified in the MICASE sub-corpus demonstrates that the percentages for all textbooks are very low; however, Northstar4 reports the highest proportion of

corresponding collocates (1.67%), which is double that of Skills4, Pathways4, and Encounters4 (0.83%). The comparison reveals that only three past participles used in the textbooks correspond to those in the *MICASE*: *married*, *sent*, and *done* (Figure 4).

Figure 4 compares the distribution of these three collocates across the two datasets: the textbooks make use of *married*, *sent*, and *done* more than the MICASE sub-corpus does. Encounters4 and Skills4 implement *married* almost seventeen and seven times more than university lectures do, while Northstar4 makes use of it in similar frequency (0.21 times per 10,000 words). *Sent* is only employed by Northstar4, where it is used seven times more often than in the MICASE sub-corpus, whilst *done* is only found in Pathways4, which implements it almost twice more frequently than the university lectures data.

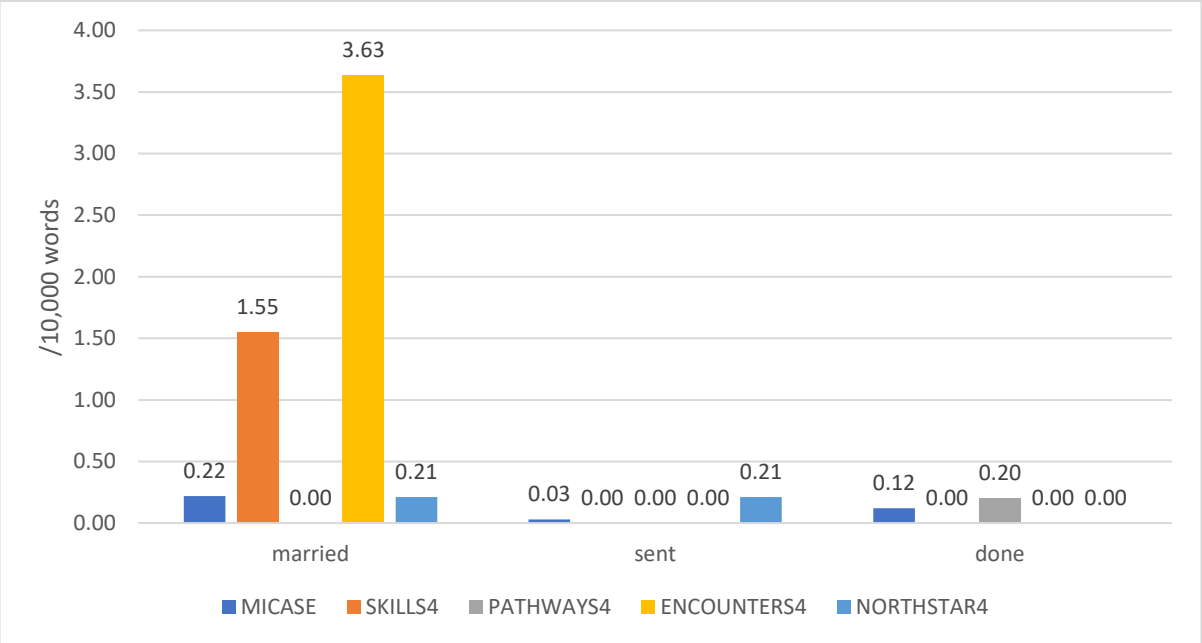


Figure 4. Comparison of distribution of *married*, *sent*, and *done* across the two datasets

A comparison of the use of pre-modifiers in *get*-passive collocates across the MICASE sub-corpus and the EAP textbook collection reveals that, although the use of modifiers is very limited in the former dataset, i.e. only 0.09 times per 10,000 words, none of the textbooks report the use of modifiers in *get*-passive constructions.

Figure 5 shows the distribution of different connotations of *get*-passive constructions across MICASE lectures and the four EAP textbooks. It reveals that favourable connotations are the least frequent type in university lectures, accounting for less than 10% of the *get*-passive instances, while they are the most recurrent in Skills4 and Northstar4, in both of which they account for more than 60% of the occurrences. In contrast, Pathways4 and Encounters4's most recurrent connotation type is the neutral one, as in MICASE lectures. Encounters4 is indeed the textbook which more closely resembles MICASE lectures, although its *get*-passive constructions represent favourable events over twice as often than in MICASE lectures, at the expense of adversative connotations.

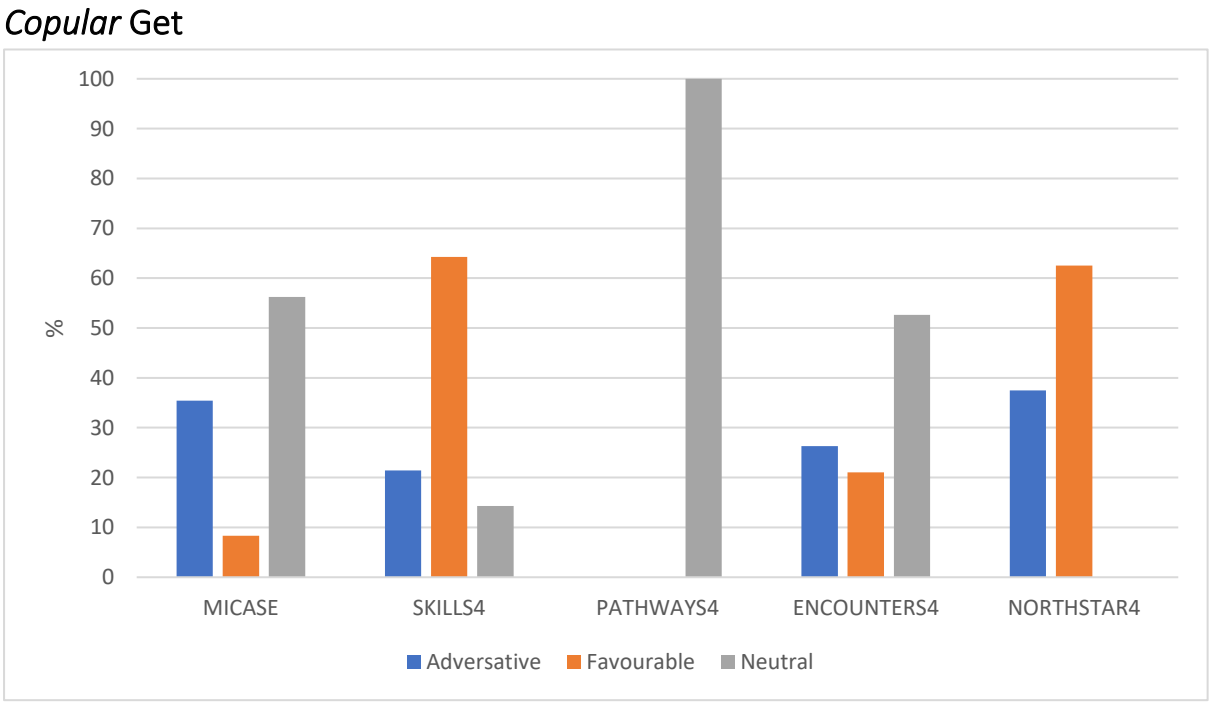


Figure 5. Comparison of semantic prosody preferred by *get*-passive constructions across the two datasets

Figure 6 compares the overall proportion of EAP textbooks' copular *get* collocates that corresponds to the adjectival complements found in MICASE lectures. Encounters4 is characterised by the highest percentage of corresponding collocates (10.85%), followed by Skills4 (9.30%) and Northstar4 (8.53%). In contrast, Pathways4 has the lowest percentage of equivalent adjectival complements (4.56%), which is not even half that of Encounters4.

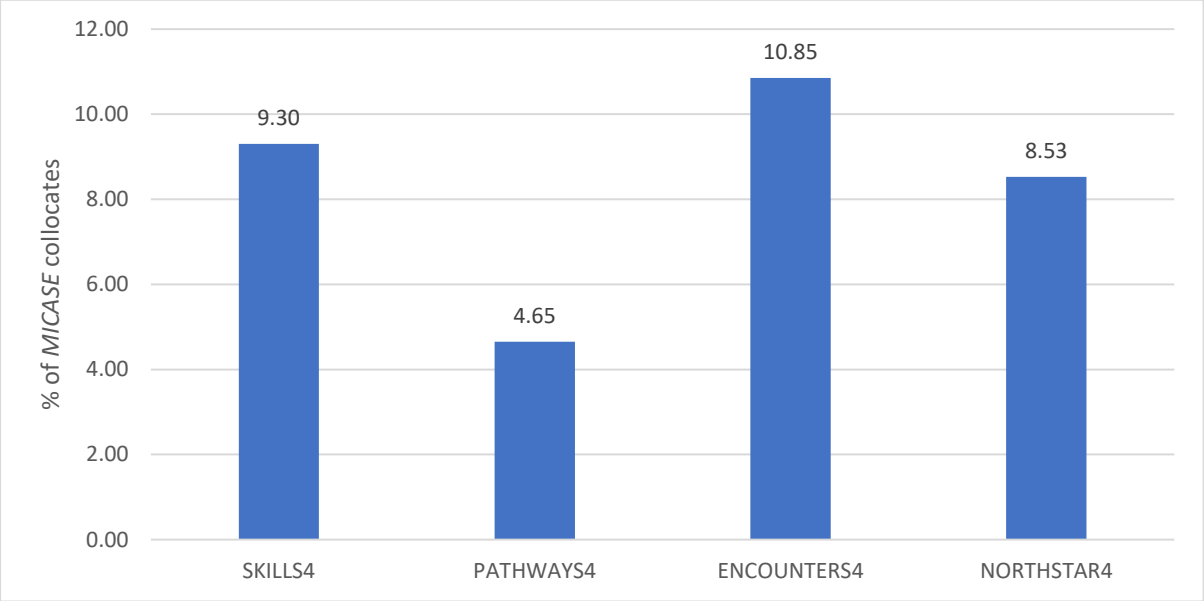


Figure 6. Percentages of MICASE lectures copular *get* collocates used in EAP textbooks

Figure 7 compares the percentage of pre-modifiers used in each EAP corresponding to those found modifying copular *get* constructions in MICASE lectures. Encounters4 is the only textbook in which none of the intensifiers identified equates to those occurring in university lectures. Pathways4 and Northstar4 both have the highest proportion of corresponding pre-modifiers (33.33%), followed by Skills4 (25%).

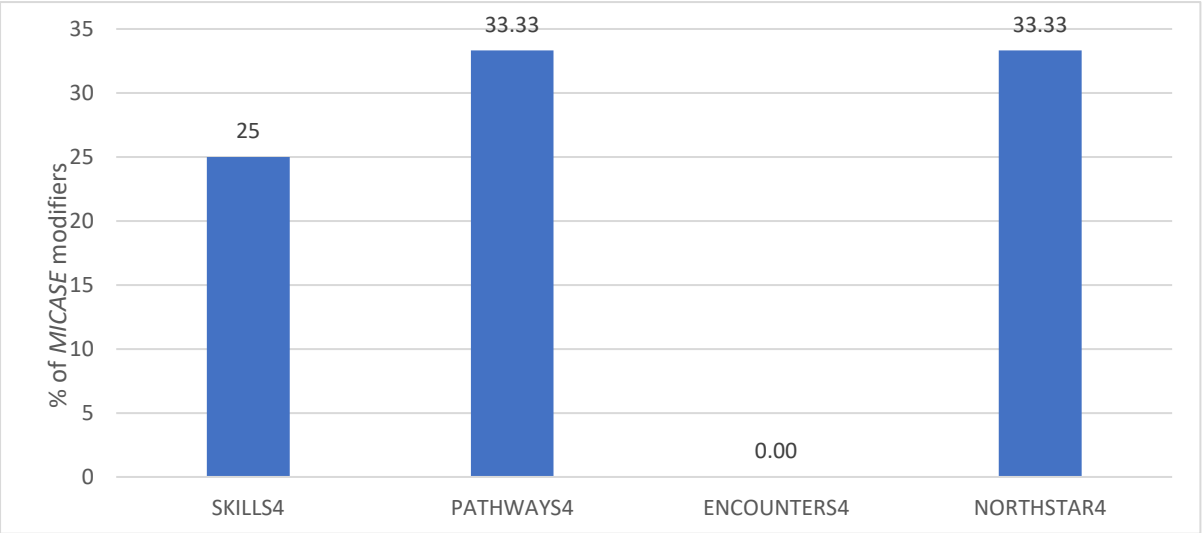


Figure 7. Percentages of MICASE lectures copular *get* pre-modifiers used in EAP textbooks

Implicit and Explicit Teaching of *Get*-Passive and Copular *Get* in EAP Textbooks

Get-*Passive*

As shown in Table 21, overall, in EAP textbooks *get*-passive constructions are taught only implicitly, especially by means of exercises (*N*= 23), which represent the mode of presentation through which almost 55% of *get*-passive instances are introduced by. This is the strategy predominantly chosen by Encounters4 and Northstar4. Audio files and videos are the second and third most common way of presenting this passive construction, namely *N*= 9 and *N*= 8. Skills4 teaches the passive structure through audio files as often as through exercises (*N*= 6). In contrast, Pathways4's only *get*-passive instance is presented in an audio file. The only textbook which makes use of videos, too, is Encounters4, which includes them eight times.

Table 21

Mode of Presentation of Get-*Passive Constructions in EAP textbooks*

Presentation Mode		Textbooks				
		Skills4	**Pathways4**	**Encounters4**	**Northstar4**	**Total**
Implicit	**Audio**	6	1	0	2	9
	Video	0	0	8	0	8
	Exercise	6	0	11	6	23
	Word List	0	0	0	0	0
	Instructions (Exercise)	0	0	0	0	0
	Instructions (Content)	2	0	0	0	2
Explicit	**Explanation**	0	0	0	0	0

Copular Get

Table 22 reveals that, overall, across the four textbooks, copular *get* constructions are taught only implicitly, especially by presenting instances within exercises (*N*= 67), which comprise 62% of the copular occurrences identified. The second most common way of presenting copular *get* is through audio files (*N*= 31), which, however, include less than half of the instances presented via exercises. Nonetheless, Skills4 and Pathways4 represent the copular *get* structure mostly through audio files, rather than by means of exercises, as opposed to Encounters4 and Northstar4.

Table 22

Mode of Presentation of Copular Get *Constructions in EAP textbooks*

Presentation Mode		Textbooks				
		Skills4	**Pathways4**	**Encounters4**	**Northstar4**	**Total**
Implicit	**Audio**	15	9	0	7	31
	Video	0	2	4	0	6
	Exercise	13	2	29	23	67
	Word List	0	0	0	1	1
	Instructions (Exercise)	2	0	1	0	3
	Instructions (Content)	0	0	0	0	0
Explicit	**Explanation**	0	0	0	0	0

Chapter 5: Discussion

The purpose of this study was to investigate the use of *get* (passive and copular) in North-American university classroom teaching and EAP textbooks for listening and speaking to determine whether there is a discrepancy between the materials that EAP students are exposed to in class and real language use. In the present chapter, I discuss the quantitative results obtained from the corpus-based analysis in relation to previous literature. In the first section, I address the first two research questions by reviewing the distribution of *get*-passive and copular *get* in university classroom talk and compare how their use is reflected in EAP textbooks. In the second section, I adress research questions 3 and 4, by contrasting the *get* (passive and copular) collocates found in the MICASE lectures with those identified in previous studies. I then examine the EAP textbooks *get* collocates and determine whether they reflect those used in real university settings. In the third section, I address the last research question by discussing how passive and copular *get* constructions are presented in EAP textbooks, relating my findings to previous literature. The chapter concludes with a discussion of pedagogical implications for EAP textbook designers and of the limitations of the current study; lastly, it outlines some directions for future research.

Distribution of *Get* (Passive and Copular) in North American University Classroom Discourse and EAP Textbooks: A Comparison

Get-*Passive*

The quantitative analyses conducted on MICASE lectures revealed that *get*-passive constructions are rather common in North-American university classroom teaching. This distribution appears to be higher than the one identified in the LGSWE (Biber et al., 1999) for

both conversation and academic prose. This finding is particularly interesting if compared to academic prose: 25% of the finite forms in academic writing are in the passive voice; however, none of these instances are *get*-passive constructions, which are only found in conversation (Biber et al., 1999, p. 476). Hence, this high frequency of *get*-passive constructions could be attributed to the hybrid nature of university lectures, which are distinguished by situational characteristics of both conversation and academic prose (Biber et al., 2004; Csomay, 2000, 2006). Because of its highly informational purpose, like academic writing, university classroom discourse uses the passive voice to convey objectivity (Biber et al., 1999, p. 477); however, the more involved and interactive features typical of conversation (Barbieri, 2015; Csomay, 2000, 2006) seem to promote the use of *get*-passive constructions alongside the more canonical *be*-passive typical of academic prose.

The distribution of *get*-passive in the MICASE sub-corpus is also over three times higher than in the CANCODE corpus analysed by Carter and McCarthy (1999). However, Carter and McCarthy's investigation is based on British English, while the current research focuses on American English. Therefore, the discrepancy in frequency between the two studies might be motivated by cross-varietal differences. Considering that most empirical research on the use and increment of *get*-passive has been conducted in American English (e.g. Mair & Leech, 2006; Schwarz, 2017), more studies on British English are necessary to support this hypothesis.

Regarding the pattern of distribution of tense, aspect, and modality, present tense and simple aspect are the most recurrent in the MICASE lectures sub-corpus, while modality affects only one eighth of the instances identified. No study has previously described *get*-passive structures in terms of these grammatical features in spoken language. Schwarz (2017) investigated tense and aspect of *get*-passive in the genre of magazines and found that that past tense and simple aspect were the most common. Whilst the higher frequency of past tense in

Schwarz's data is to be attributed to the genre of journalism (2017, p. 315), in university classroom discourse, present tense is so frequent because it conveys the idea that what is described is accurate and valid regardless of when it occurs (Biber et al., 1999, p. 458).

Analyses of the EAP textbooks reveal that, with the exception of one title, all textbooks under-represent the use of *get*-passive. In Pathways4 and Northstar4 the use of *get*-passive is twice less frequent than in university classroom teaching. More specifically, the former represents only one instance of passive *get*, potentially suggesting that this specific *get* function is to be overlooked. This lack of attention to *get*-passive constructions is particularly striking in Pathways4, because the textbook is aimed at advanced (C1) learners, who may not have any other chance to encounter this construction in an instructed setting before finding themselves in a real life situation which requires them to cope with this grammatical structure. In contrast, Encounters4 is the only textbook which presents examples of passive *get* slightly more often than in real classroom discourse. Nevertheless, this over-representation can be beneficial for the students, since repetition of grammatical structures plays a crucial role in their acquisition (Bybee, 2006). About tense, aspect, and modality, all textbooks except Pathways4 report a similar distribution to the one identified in the MICASE sub-corpus, although the perfect aspect is never represented in any of the textbooks.

Copular Get

The quantitative analysis performed on MICASE lectures indicate that copular *get* constructions are very frequent in the North American university classroom discourse. The frequency obtained is also much higher than that reported by previous studies of copular *get*: in the present data, copular *get* is sixteen times and twice more frequent than in academic prose and conversation in the LGSWE (Biber et al., 1999), and twice more common than in the data analysed by Malà (2014). This finding is especially surprising in relation to conversation, since, according to the LGSWE (Biber et al., 1999), *get* is by far the most

common copular verb, whilst academic prose favours *become*. Therefore, this finding suggests that in university classroom teaching copular *get* constructions are used more similarly to conversation than to academic writing. This pattern of distribution may be attributed to spoken registers' preference for short, German-derived words, as opposed to polysyllabic, Latin-derive words characteristic of academic prose (Biber et al., 1999, p. 438). However, in order to confirm this hypothesis, it would be necessary to investigate copular *become* in the present data.

Regarding the pattern of distribution of tense, aspect, and modality, copular *get* constructions in university classroom discourse favour present tense and simple aspect, like *get*-passive ones do, whilst modality occurs in only 10% of the instances. This preference for simple aspect is consistent with findings in Malà (2014). As for *get*-passive constructions, present tense is favoured in university lectures because it communicates a sense of accuracy and validity of the events described (Biber et al., 1999, p. 458).

Findings from the analyses of EAP textbooks reveal that, with one exception, all textbooks over-represent the use of copular *get*. Pathways4 is the only title to under-represent this structure: indeed the normed frequency in the textbook is almost half that of MICASE lectures. In general, however, EAP textbooks seem to be aware of how common copular *get* constructions are in university classroom discourse, and their over-representation can help students acquiring this specific function of *get*. In relation to tense, aspect, and modality, the textbooks report a similar distribution to the MICASE lectures sub-corpus, although in Encounters4 the majority of copular *get* instances are non-finite (i.e. they are not marked for tense or modality).

Overall, it appears that textbooks tend to over-represent copular *get* constructions, while they under-represent *get*-passive. Two titles among those analysed here appear to be polar opposites: Pathways4 and Encounters4. Pathways4 provides learners with an

inadequate representation of the use of both grammatical constructions, especially the passive one. In contrast, Encounters4 reports the highest frequency of both passive and copular *get* constructions of all four textbooks investigated here. Although the repetition of grammatical structures is important for establishing and reinforcing them within the learners' grammatical system (Bybee, 2006), this repetition should not be at the expenses of the representation of other lexico-grammatical features.

Get (Passive and Copular) Collocates in North American University Classroom Discourse and EAP Textbooks: A Comparison

Get-*Passive*

The collocate analysis of *get*-passive occurrences identified in MICASE lectures revealed a total of 120 different word types collocating with passive *get* in university classroom discourse. Of these, only *married*, *paid*, and *killed* have been identified in previous research as common collocates of *get*-passive (Biber et al., 1999; Carter & McCarthy, 1999). *Married* and *paid* are the two collocates which recurred the most in the lectures data, and their distribution is very similar to that documented in the LGSWE (Biber et al., 1999) and Carter and McCarthy (1999) for naturally occurring conversation. However, since register affects the type of collocates occurring with a specific lexical item (Biber, 2012), other common collocates identified in the present data, such as *deposited*, *done*, and *drained*, appear to be typical of university classroom talk only. The use of intensifiers to premodify past participles in *get*-passive constructions is very limited, as it occurs in less than three percent of the instances, and only includes the following adverbs: *completely*, *eventually*, *highly*, *really*, and *well*.

The collocate analysis provided some interesting insights about the semantic prosody of the past participles typically found with *get*-passive constructions. Previous scholars (Quirk et al., 1985; Biber et al., 1999; Huddleston & Pullum, 2002; Carter & McCarthy, 2006) have observed that passive *get* usually describes events that are adversative for the subject of the sentence. Carter and McCarthy (1999), for instance, found that 90% of the get-passive occurrences in their data was adversative in meaning. When the event described does not have any negative effects on the subject, it usually reports a positive, newsworthy experience (Carter & McCarthy, 2006). However, in MICASE lectures, 56% of the *get*-passive constructions have a neutral meaning, that is, the event they described does not have any favourable or adversative effects on the subject. This high proportion of neutral *get*-passive constructions might be related to the informational purpose of lectures. Furthermore, a large proportion of the academic disciplines represented in MICASE lectures are scientific, so the facts and processes that they present do not necessarily have positive or negative connotations, as exemplified by (41).

(41) It doesn't go out there and just float around, and gradually sink down, ***get stirred up*** [neutral] occasionally, gets down to the bottom and ***gets deposited*** [neutral]. What happens is... biology, that's what happens (lel305ju092)

However, 36% of the semantic connotations of *get*-passive constructions are adversative, indicating that, although neutral prosody seems to be characteristic of university classroom discourse, passive *get* structures also retain the semantic connotations typically identified in naturally occurring conversation.

A comparison between the *get*-passive collocates in MICASE lectures and EAP textbooks indicates that there is a major discrepancy between the two datasets. All textbooks report an extremely low percentage (in most cases, below 1%) of collocates that are actually

used in academic lectures. Indeed, only the past participles *married, sent,* and *done* can be found in both university classroom teaching and EAP textbooks, although none of the four textbooks present all three collocates. Additionally, their distribution within textbooks is much higher than in MICASE lectures.

Furthermore, the two datasets present inconsistencies in relation to the use of pre-modifiers and of semantic prosody. Even though *get*-passive premodifiers appear to have a very limited use in university classroom discourse, none of the four textbooks analysed here presents them, potentially suggesting to the learners that *get*-passive collocates cannot be pre-modified. Regarding their semantic prosody, Pathways4 and Encounters4 are the only two textbooks in which neutral connotations constitute the most employed semantic prosody type. In contrast, in Skills4, it represents the smallest prosodic portion, while in Northstar4 it is completely absent. It is important to remember that although Pathways4 reports a high percentage of neutral semantic prosody, this textbook represents *get*-passive constructions only once. What makes the EAP textbooks even more different from the real language of MICASE lectures is the fact that passive *get* appears to describe favourable events in more than 60% of the instances in Skills4 and Northstar4, while, in Encounters4, positive connotations are twice more frequent than in university lectures.

Copular Get

The collocate analysis of copular *get* occurrences in MICASE lectures yielded 92 different collocates, of which the most recurrent was *started*. This adjectival complement had not been identified as common in any previous study; however, its high distribution might be attributed to the use of the construction *get started* in expressions used by lecturers and professors to signal the beginning of the lecture, like the ones found in the present data and exemplified in (42), (43), and (44). Overall, six of the most frequent collocates in MICASE lectures, including *big*, which is the second most recurrent, had also been identified as

common in previous studies (Biber et al., 1999; Malà, 2014). However, other collocates, such as *better* and *worse*, which are extremely common in casualconversation, are characterised by a much lower frequency in university teaching. The lower distribution of *better* and *worse* may be linked to the scientific nature of most academic disciplines in the MICASE sub-corpus, which require events to be described more objectively.

(42) Okay, why don't we ***get started*** (les235su099)

(43) Okay. Alright. Let's ***get started*** (lel220ju071)

(44) Okay before we ***get started*** today, uh, with, a few announcements regarding class and also, um, uh uh the material we're gonna cover (lel185su066).

Interestingly, 12% of the collocates identified were used in their comparative form, and, of these, only 2% implemented their basic form too. This pattern has been identified by Malà (2014), who speculated that this preference for comparative forms may be due to the fact that *get* describes "a more general idea of change" (p. 125), therefore focusing on the effect the described change has, rather than on the process of change itself. This explanation might also be applied to the use of intensifiers in 12% of the copular *get* collocates found MICASE lectures. Amongst these intensifiers, the more canonical *very*, *really*, and *pretty* are the most common; however, derived adverbs, such as *increasingly*, *particularly*, and *proportionately* are also employed. This type of intensifiers is "associated with a more literary language" (Martinez & Pertejo, 2012, p. 792); thus their use in university teaching is probably not surprising.

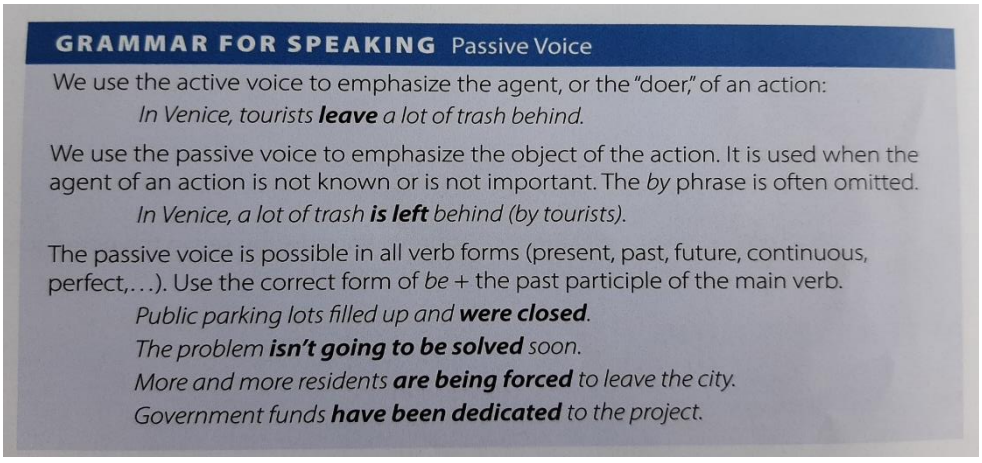
The EAP textbooks investigated here vary in their representation of copular *get* collocates occurring in MICASE lectures, with Encounters4 reporting the highest proportion of corresponding collocates and Pathways4 the lowest. *Started* is the most frequent collocate in Pathways4 and Encounters4, but it is also present in the other two textbooks. Nonetheless,

in each textbook the vast majority of collocates (at least 90%) does not reflect real language use. Discrepancies emerge also in relation to the intensifiers used in the different textbooks. All textbooks, with the exception of Encounters4, implement at least 25% of the intensifying adverbs used in the MICASE sub-corpus; however, none of these intensifiers is a derived adverb.

The collocate analysis of *get* (passive and copular) instances in MICASE lectures demonstrated that university teaching is characterised by very specific *get* collocates, which had not been previously documented. However, in general, there is a mismatch between the use of *get* (passive and copular) collocates in university classroom talk and in EAP textbooks, especially in terms of *get*-passive constructions, whose collocates are not represented in the textbooks. In terms of distributional patterns, Pathways4 appears to provide the most inadequate representation of passive and copular *get* collocates.

The Implicit Presentation of *Get* (Passive and Copular) in EAP Textbooks

One of the goals of the present study was to identify whether American EAP textbooks present passive and copular *get* constructions explicitly, i.e. through an explanation, or implicitly, i.e. by means of an exercise or in an audio track. Analyses revealed that the EAP textbooks investigated here teach both *get*-passive and copular *get* constructions


GRAMMAR FOR SPEAKING Passive Voice

We use the active voice to emphasize the agent, or the "doer," of an action:

*In Venice, tourists **leave** a lot of trash behind.*

We use the passive voice to emphasize the object of the action. It is used when the agent of an action is not known or is not important. The *by* phrase is often omitted.

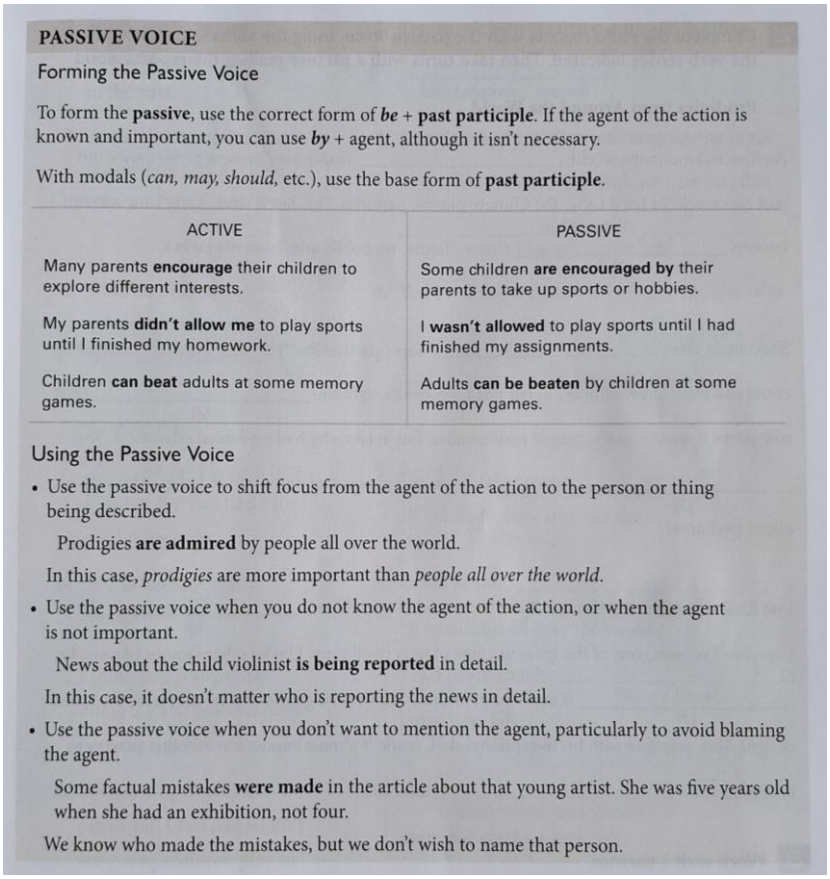
*In Venice, a lot of trash **is left** behind (by tourists).*

The passive voice is possible in all verb forms (present, past, future, continuous, perfect,…). Use the correct form of *be* + the past participle of the main verb.

*Public parking lots filled up and **were closed**.*
*The problem **isn't going to be solved** soon.*
*More and more residents **are being forced** to leave the city.*
*Government funds **have been dedicated** to the project.*

Figure 8. Grammar box explicitly teaching the use of passive voice in Pathways4 (MacIntyre, 2018, p. 8).

implicitly. Overt attention to these two specific functions of *get* was not found. Interestingly, Pathways4 and Northstar4 teach the use of passive voice explicitly via grammar boxes (see Figure 8 and 9), which the former textbook labels as "Grammar for Speaking" (MacIntyre, 2018, p. 8), where explanations and examples are provided. However, in both sections only *be*-passive constructions are described, whilst *get*-passive ones are never mentioned. This overt attention to *be*-passive structures in textbooks for listening and speaking may be argued to be unnecessary, since passive constructions are typical of academic writing and are rare in spoken registers (Biber et al., 1999, p. 476).



PASSIVE VOICE

Forming the Passive Voice

To form the **passive**, use the correct form of ***be*** + **past participle**. If the agent of the action is known and important, you can use ***by*** + agent, although it isn't necessary.

With modals (*can, may, should,* etc.), use the base form of **past participle**.

ACTIVE	PASSIVE
Many parents **encourage** their children to explore different interests.	Some children **are encouraged by** their parents to take up sports or hobbies.
My parents **didn't allow me** to play sports until I finished my homework.	I **wasn't allowed** to play sports until I had finished my assignments.
Children **can beat** adults at some memory games.	Adults **can be beaten** by children at some memory games.

Using the Passive Voice

- Use the passive voice to shift focus from the agent of the action to the person or thing being described.

  Prodigies **are admired** by people all over the world.

  In this case, *prodigies* are more important than *people all over the world*.
- Use the passive voice when you do not know the agent of the action, or when the agent is not important.

  News about the child violinist **is being reported** in detail.

  In this case, it doesn't matter who is reporting the news in detail.
- Use the passive voice when you don't want to mention the agent, particularly to avoid blaming the agent.

  Some factual mistakes **were made** in the article about that young artist. She was five years old when she had an exhibition, not four.

  We know who made the mistakes, but we don't wish to name that person.

Figure 9. Grammar box explicitly teaching the use of passive voice in Northstar4 (Ferree & Sanabria, 2015, p. 17).

The lack of explicit presentation of passive and copular *get* constructions is consistent with findings in Cullen and Kuo (2007). Cullen and Kuo found that textbooks pay overt

attention to grammatical elements typical of spoken language only when these features are 'fixed', such as adverbs and prefabricated lexical chunks, while generative morpho-syntactic features are largely ignored. This lack of explicit presentation of syntactical structures seems to suggest that materials writers may not be fully aware of the linguistic characteristics of the spoken language (Cullen & Kuo, 2007), thus impacting the language learning experience of L2 learners. Moreover, around 60% of copular *get* and 65% of *get*-passive occurrences in the EAP textbook collection are presented in written contexts (i.e. exercises and instructions). As these two *get* functions are characteristic of spoken registers, such as conversation (Biber et al., 1999) and university classroom teaching, EAP textbooks should expose learners to copular and passive *get* in spoken contexts (i.e. audio tracks and videos), as they are meant to replicate the real life settings in which students are most likely to deal with these structures.

Pedagogical Implications for EAP Material Designers

The present study revealed some notable discrepancies between the use of *get* (copular and passive) in American classroom teaching and American EAP textbooks. In this section, I do not intend on criticising the work of EAP textbook writers, since I am aware of the challenges presented by materials design; rather, I attempt to suggest how the present findings can be applied in the development of EAP textbooks. *Get*-passive and copular *get* were found to be important features of university classroom talk, but, in general, EAP textbooks appeared to under-represent the former and over-represent the latter. Textbooks should present these two structures in a more balanced way, and more space has to be given to *get*-passive constructions, since passive voice has been shown to be a problematic concept for a wider range of learners, who not only differ in terms of L1, but also in terms of language proficiency, since advanced L2 speakers have also been found struggling with the use of passive voice (Hinkel, 2002).

In addition, EAP textbook writers should consider the collocates usually found with passive and copular *get* constructions in university classroom talk, which are different from those previously identified in conversation (a complete list can be found in Appendix D). L2 learners should be familiarized with the different collocates they may encounter with *get* (copular or passive). However, EAP textbooks appear to be currently inadequate in providing them with this information. Furthermore, EAP textbooks should introduce the use of derived adverbs (e.g. *increasingly*, *particularly*, and *proportionately*) as premodifiers of copular and passive *get* constructions, since these are typical of academic language (Martinez & Pertejo, 2012) and the purpose of these textbooks is to teach English for academic purposes.

EAP textbook authors should also take into consideration the mode of presentation of *get*-passive and copular *get* structures. In the textbooks analysed here, these two constructions were only presented implicitly to the learners. *Get*-passive and copular *get* however perform precise functions (e.g. they highlight how the event affects the subject) and convey specific meanings (e.g. they express a change in state). Moreover, although it replaces the verb *be* in passive constructions, *get* is not an auxiliary verb (Quirk et al., 1985): indeed, it cannot be inverted with the subject when formulating questions, it needs the auxiliary *do* to form negative sentences, and it cannot be used in tag questions (Haegeman, 1985; Downing, 1996; Fleischer, 2006). By explicitly teaching *get*-passive constructions, learners can be made aware of these grammatical characteristics. Lastly, since *get*-passive and copular *get* structures are features of spoken language, they should be predominantly introduced to learners in spoken contexts, such as listening tracks and videos, instead of written ones, such as written exercises, as they would better reflect real language use and contexts.

Limitations of the Study and Implications for Future Research

The present study reports the first investigation on the use of *get* (passive and copular) in (North American) university classroom teaching and in EAP textbooks. Although the findings provide some new insights on these two functions of *get*, a few limitations of the study must be acknowledged. Firstly, the MICASE lectures sub-corpus is not sufficiently large to conduct a lexical investigation which can produce fully representative results. Therefore, an analysis of copular and passive *get* collocates in a larger corpus of university classroom talk is necessary in order to confirm or confute the collocates identified in the current study.

Secondly, due to the limited scope of the project, only four EAP textbooks were investigated. Future research should investigate a wider range of EAP textbooks covering a variety of proficiency levels, in order to obtain a better understanding of the use of *get*-passive and copular *get* constructions across EAP textbooks.

In addition, since copular *get* resulted being very common in North American university classroom discourse, it would be interesting to investigate the use of the resulting copular verb *become* in the same MICASE sub-corpus, since *become* is the most frequent copular verb in academic prose (Biber et al., 1999, p. 439). This analysis could help determine whether the high distribution of copular *get* in the present sub-corpus is compensated by a lack of copular *become*, and establish whether the use of copular verbs in university classroom discourse is more similar to conversation than to academic writing.

Last, since the present study and several previous ones (e.g. Mair & Leech, 2006; Schwarz, 2017) focused on American English, future research should look at British English, as well as other English varieties. This would allow for comparisons, and ensure that students can be taught specific variations related to the English variety used in the context in which they will be attending university.

Concluding Remarks

The aim of the current study was to investigate the use of *get* (passive and copular) in North American university classroom discourse and in American EAP textbooks, as the use of passive voice and copular verbs can be very challenging for ESL learners (Zobl, 1982; Hinkel, 2002). Corpus linguistics methods were used in order to perform a quantitative analysis of the distribution and collocates of passive and copular *get*. The analysis of MICASE lectures revealed that both passive and copular *get* constructions are common in university classroom talk, predominantly in the present simple tense. However, their representation in EAP textbooks does not reflect real language use: *get*-passive is usually under-represented, while copular *get* is over-represented. Although the repetition of grammatical structures is crucial for their acquisition (Bybee, 2006), in the present EAP textbook collection, it may be the case that the over-representation of copular *get* occurs at the expenses of *get*-passive constructions. Furthermore, the collocate analysis demonstrated that copular and passive *get* constructions in university classroom discourse are characterised by very specific collocates that had not been previously documented in research on conversation (Biber et al., 1999; Carter & McCarthy, 1999; Malà, 2014). However, EAP textbooks were found to be inadequate in their representation of both copular and passive *get* collocates. Discrepancies between the MICASE sub-corpus and the EAP textbooks were also found in relation to the connotations of *get*-passive collocates: in university classroom discourse, the events described by passive *get* constructions are mostly neutral and adversative, whilst in the EAP textbooks positive connotations are very common. Finally, both *get*-passive and copular *get* constructions are only presented implicitly across the four textbooks, although the use of passive *be* is explicitly taught in two titles. It is hoped that these empirical findings on the use of copular and passive *get* in American university classroom teaching will provide useful information for EAP materials design.

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Appendices

Appendix A: EAP Textbooks for Listening and Speaking

Espeseth, M. (2012). *Academic Encounters Level 4 Student's Book Listening and Speaking: Human Behavior (Vol. 4).* New York: Cambridge University Press.

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Appendix B: Lists of Passive and Copular *Get* Collocates

Table 23

Frequency of Get-*Passive Collocates in the MICASE Sub-Corpus*

Collocates	**Raw**	**/10,000 Words**	**%**
married	13	0.22	6.77
deposited	8	0.14	4.17
paid	8	0.14	4.17
done	7	0.12	3.65
drained	6	0.10	3.13
added	4	0.07	2.08
(all words here occurring with same frequency, i.e., N = 3) *converted, dissolved, hung up, picked up, published, used*	3	0.05	1.56
Total	18	0.31	9.37
(all words here occurring with same frequency, i.e., N = 2) *bumped up, carried, carried away, destroyed, established, flooded, formed, hurt, leached, loosened, manifested, reported, rewarded, sent, transformed, truncated, washed, wounded, wrapped up, zapped*	2	0.03	1.04
Total	40	0.69	20.8
(all words here occurring with same frequency, i.e., N = 1) *airlifted, allocated, altered, arrested, assigned, attracted, beaten up, buried, busted, called, channelized, cheated, colonized, corrupted, criticized, cut off, discovered, discussed, drawn, dropped, dumped on, electrocuted, erased, eroded, extended, factored in, farmed, finished, fooled, grouped, half-discovered, hidden, hit, imposed, inherited, inspected, introduced, jumped on, kicked out, kicked up, killed, knocked down, knocked off, knocked out, looked, lumped, misquoted, named, negotiated, passed,*	1	0.02	0.52

perpetuated, phosphorylated, picked off, placed, pumped into, pushed over, pushed up, put on, rained on, rained out, ranked, raped, recorded, remembered, removed, renamed, replenished, re-used, run away, served, shot, shoved, shown, singled out, smoothed, sorted, splashed, squeezed, stirred, stratified, substituted, sucked in, surrounded, swapped, switched, thrown off, treated, upgraded			
Total	88	1.52	45.8

Table 24

Frequency of Copular Get *Collocates in the MICASE Sub-Corpus*

Collocates	**Raw**	**/10,000 Words**	**%**
started	20	0.35	8.44
big	15	0.26	6.33
so big	1	0.02	0.42
bigger	7	0.12	2.95
bigger and bigger	3	0.05	1.27
even bigger	1	0.02	0.42
increasingly bigger	1	0.02	0.42
involved	13	0.22	5.49
small	13	0.22	5.49
smaller	8	0.14	3.38
smaller and smaller	3	0.05	1.27
so small	1	0.02	0.42
very small	1	0.02	0.42
cold	7	0.12	2.95
really cold	1	0.02	0.42
very cold	1	0.02	0.42
confused	7	0.12	2.95
more confused	1	0.02	0.42
ready	7	0.12	2.95
used to	7	0.12	2.95
close	6	0.10	2.53
pretty close	1	0.02	0.42
very close	1	0.02	0.42
old	6	0.10	2.53
older	6	0.10	2.53
complicated	5	0.09	2.11
more complicated	1	0.02	0.42
pretty complicated	1	0.02	0.42
really complicated	1	0.02	0.42
very complicated	1	0.02	0.42
hungry	5	0.09	2.11
lost	5	0.09	2.11

Collocates	Raw	/10,000 Words	%
naked	5	0.09	2.11
rich	5	0.09	2.11
richer	3	0.05	1.27
stuck	5	0.09	2.11
bad	4	0.07	1.69
pretty bad	1	0.02	0.42
worse	1	0.02	0.42
particularly worse	2	0.03	0.84
good	4	0.07	1.69
better	3	0.05	1.27
better and better	1	0.02	0.42
complex	3	0.05	1.27
increasingly complex	1	0.02	0.42
more complex	1	0.02	0.42
really complex	1	0.02	0.42
interested	3	0.05	1.27
kind of interested	1	0.02	0.42
poor	3	0.05	1.27
poorer	3	0.05	1.27
soft	3	0.05	1.27
softer	1	0.02	0.42
tuned in	3	0.05	1.27
really tuned in	1	0.02	0.42
warm	3	0.05	1.27
warmer	1	0.02	0.42
angry	2	0.03	0.84
bored	2	0.03	0.84
difficult	2	0.03	0.84
more difficult	2	0.03	0.84
flat	2	0.03	0.84
flatter	2	0.03	0.84
great	2	0.03	0.84
greater	1	0.02	0.42
proportionately greater	1	0.02	0.42

Collocates	Raw	/10,000 Words	%
high	2	0.03	0.84
really high	1	0.02	0.42
higher	1	0.02	0.42
isolated	2	0.03	0.84
large	2	0.03	0.84
larger	1	0.02	0.42
larger and larger	1	0.02	0.42
low	2	0.03	0.84
lower	1	0.02	0.42
lower and lower	1	0.02	0.42
mushy	2	0.03	0.84
kinda mushy	1	0.02	0.42
right	2	0.03	0.84
rough	2	0.03	0.84
rougher	1	0.02	0.42
able	1	0.02	0.42
abundant	1	0.02	0.42
more and more abundant	1	0.02	0.42
acquainted	1	0.02	0.42
bogged	1	0.02	0.42
certain	1	0.02	0.42
deep	1	0.02	0.42
deeper	1	0.02	0.42
dilute	1	0.02	0.42
done	1	0.02	0.42
drunk	1	0.02	0.42
easy	1	0.02	0.42
efficient	1	0.02	0.42
elaborate	1	0.02	0.42
more elaborate	1	0.02	0.42
engaged	1	0.02	0.42
excited	1	0.02	0.42
familiar	1	0.02	0.42

Collocates	Raw	/10,000 Words	%
fascinated	1	0.02	0.42
very fascinated	1	0.02	0.42
far	1	0.02	0.42
very far	1	0.02	0.42
fidgety	1	0.02	0.42
flustered	1	0.02	0.42
all flustered	1	0.02	0.42
frosted	1	0.02	0.42
frustrated	1	0.02	0.42
really frustrated	1	0.02	0.42
hard	1	0.02	0.42
harder	1	0.02	0.42
heavy	1	0.02	0.42
heavier	1	0.02	0.42
hot	1	0.02	0.42
too hot	1	0.02	0.42
interesting	1	0.02	0.42
more interesting	1	0.02	0.42
intertwined	1	0.02	0.42
ironic	1	0.02	0.42
so ironic	1	0.02	0.42
light-headed	1	0.02	0.42
limbered	1	0.02	0.42
lodged	1	0.02	0.42
mixed in	1	0.02	0.42
near	1	0.02	0.42
organized	1	0.02	0.42
more and more organized	1	0.02	0.42
rapid	1	0.02	0.42
very rapid	1	0.02	0.42
rare	1	0.02	0.42
reborn	1	0.02	0.42
ripe	1	0.02	0.42
satisfied	1	0.02	0.42

Collocates	Raw	/10,000 Words	%
scrambled	1	0.02	0.42
sensible	1	0.02	0.42
sick	1	0.02	0.42
sicker	1	0.02	0.42
steamed	1	0.02	0.42
strict	1	0.02	0.42
stricter and stricter	1	0.02	0.42
strong	1	0.02	0.42
tan	1	0.02	0.42
tedious	1	0.02	0.42
thin	1	0.02	0.42
thinner	1	0.02	0.42
tired	1	0.02	0.42
touchy	1	0.02	0.42
upset	1	0.02	0.42
weak	1	0.02	0.42
wet	1	0.02	0.42
wide	1	0.02	0.42
wider	1	0.02	0.42
wise	1	0.02	0.42
worked out	1	0.02	0.42
wrapped up	1	0.02	0.42
very wrapped up	1	0.02	0.42

Table 25

Frequency of Copular Get *Collocates in Skills4*

	Skills4		
Collocates	**Raw**	**/10,000 Words**	**%**
organized	5	0.97	16.67
involved	3	0.58	10.00
started	3	0.58	10.00
bad	2	0.39	6.67
worse	2	0.39	6.67
good	2	0.39	6.67
very good	1	0.19	3.33
better	1	0.19	3.33
old	2	0.39	6.67
older	2	0.39	6.67
sick	2	0.39	6.67
used to	2	0.39	6.67
big	1	0.19	3.33
bigger and bigger	1	0.19	3.33
cold	1	0.19	3.33
colder	1	0.19	3.33
confused	1	0.19	3.33
extreme	1	0.19	3.33
too extreme	1	0.19	3.33
interested	1	0.19	3.33
more interested	1	0.19	3.33
oily	1	0.19	3.33
overtired	1	0.19	3.33
small	1	0.19	3.33
smaller	1	0.19	3.33
thin	1	0.19	3.33
thinner	1	0.19	3.33

Table 26

Frequency of Copular Get *Collocates in Pathways4*

	Pathways4		
Collocates	**Raw**	**/10,000 Words**	**%**
started	2	0.40	15.38
dry	2	0.40	15.38
too dry	2	0.40	15.38
angry	1	0.20	7.69
very angry	1	0.20	7.69
bloody	1	0.20	7.69
quite bloody	1	0.20	7.69
expensive	1	0.20	7.69
more expensive	1	0.20	7.69
good	1	0.20	7.69
better	1	0.20	7.69
involved	1	0.20	7.69
large	1	0.20	7.69
too large	1	0.20	7.69
tricky	1	0.20	7.69
even trickier	1	0.20	7.69
repetitive	1	0.20	7.69
a little repetitive	1	0.20	7.69
small	1	0.20	7.69
smaller	1	0.20	7.69

Table 27

Frequency of Copular Get *Collocates in Encounters4*

	Encounters4		
Collocates	**Raw**	**/10,000 Words**	**%**
started	8	1.71	23.53
sick	6	1.28	17.65
old	4	0.85	11.76
older	1	0.21	2.94
older and older	1	0.21	2.94
good	3	0.64	8.82
better	3	0.64	8.82
easy	2	0.43	5.88
easier	1	0.21	2.94
a lot easier	1	0.21	2.94
interested	2	0.43	5.88
active	1	0.21	2.94
angry	1	0.21	2.94
close	1	0.21	2.94
healthy	1	0.21	2.94
large	1	0.21	2.94
larger	1	0.21	2.94
prickly	1	0.21	2.94
stuck	1	0.21	2.94
tired	1	0.21	2.94
used to	1	0.21	2.94

Table 28

Frequency of Copular Get *Collocates in NorthStar4*

	NorthStar4		
Collocates	**Raw**	**/10,000 Words**	**%**
better	5	1.03	16.13
better and better	1	0.21	3.23
cranky	4	0.82	12.90
tough	4	0.82	12.90
bad	2	0.41	6.45
worse	2	0.41	6.45
started	2	0.41	6.45
tired	2	0.41	6.45
really tired	1	0.21	3.23
so tired	1	0.21	3.23
wrong	2	0.41	6.45
addicted	1	0.21	3.23
close	1	0.21	3.23
depressed	1	0.21	3.23
involved	1	0.21	3.23
irritable	1	0.21	3.23
lazy	1	0.21	3.23
too lazy	1	0.21	3.23
overtired	1	0.21	3.23
really overtired	1	0.21	3.23
ready	1	0.21	3.23
sick	1	0.21	3.23
used to	1	0.21	3.23